



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCE

ENGLISH CAREER

THESIS PROJECT

THEME:

**“IMPLEMENTATION OF A BASIC ENGLISH ACADEMIC PROGRAM TO
QUALIFY TEENAGER STUDENTS FROM 13 TO 15 YEARS OLD WITH
DIFFERENT SOCIAL DIFFICULTIES TO “WIÑARI” PROGRAM, LOCATED IN
COTOPAXI PROVINCE, PUJILI CANTON DURING THE PERIOD 2010 - 2011.”**

Project presented previous to get the English Degree.

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Latacunga - Ecuador
July - 2012

RESPONSIBILITY

The criteria said in the present investigation **“IMPLEMENTATION OF A BASIC ENGLISH ACADEMIC PROGRAM TO QUALIFY TEENAGER STUDENTS FROM 13 TO 15 YEARS OLD WITH DIFFERENT SOCIAL DIFFICULTIES TO “WIÑARI” PROGRAM, LOCATED IN COTOPAXI PROVINCE, PUJILI CANTON DURING THE PERIOD 2010-2011”**, are the authors responsibility.

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THESIS DIRECTOR SUPPORT

As a director of this investigative work about: **“IMPLEMENTATION OF A BASIC ENGLISH ACADEMIC PROGRAM TO QUALIFY TEENAGER STUDENTS FROM 13 TO 15 YEARS OLD WITH DIFFERENT SOCIAL DIFFICULTIES TO “WIÑARI” PROGRAM, LOCATED IN COTOPAXI PROVINCE, PUJILI CANTON DURING THE PERIOD 2010-2011”**, of Cordova Freire Hector Renan and Pillajo Bonito Abel Froilan, applicants of English career, I consider this investigative report contains the methodological and scientific requirements, those are enough to be evaluated by thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science name, for its own study and qualification.

Latacunga, July 2012

Ms.C. Sonia Jimena Castro Bungacho
THESIS DIRECTOR



UNIVERSIDAD TÉCNICA DE COTOPAXI
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Latacunga – Ecuador

APROBACIÓN DEL TRIBUNAL DE GRADO

En calidad de Miembros del Tribunal de Grado aprueban el presente Informe de Investigación de acuerdo a las disposiciones reglamentarias emitidas por la Universidad Técnica de Cotopaxi, y por la Unidad Académica de Ciencias Administrativas y Humanísticas; por cuanto, los postulantes: Pillajo Bonito Abel Froilan y Cordova Freire Hector Renan con el título de tesis: **“IMPLEMENTATION OF A BASIC ENGLISH ACADEMIC PROGRAM TO QUALIFY TEENAGER STUDENTS FROM 13 TO 15 YEARS OLD WITH DIFFERENT SOCIAL DIFFICULTIES TO “WIÑARI” PROGRAM, LOCATED IN COTOPAXI PROVINCE, PUJILI CANTON DURING THE PERIOD 2010-2011”**, han considerado las recomendaciones emitidas oportunamente y reúne los méritos suficientes para ser sometido al acto de Defensa de Tesis.

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Firstly I give thanks to God, because he gives me the opportunity to study and can fulfill my educative process, so for giving me the force and value to finish these studies. I am thankful with my parents and brothers whom given me the trust and the support in my life, because they have contributed positively to finish this difficult project.

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Cordova Hector

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I think this page does not enough to grateful the whole people I want. But in few sentences I'm going to say.

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Finally, to "WINARI" project and its staff for their permission to develop the authors' project in that important institution.

Abel Pillajo

DEDICATION

This investigative work “Basic English Academic Program” is dedicated those people and teachers who used to teach foreign language in our country and other too; also for the students who have proposed by themselves to fulfill a real challenge, to study a new language such as English.

For them with our sincere respect

Cordova Hector - Abel Pillajo



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Authors: Cordova Hector
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SUMMARY

This search was part of the necessities to improve the teaching learning process in the CBA “WIÑARI” project which consisted in the contents improvement. It took into account the different social difficulties that each student had. The main aim of this work was to carry out an easy and comprehensible material with audio for students’ training. The study was focused on the skills formation because they are important when somebody wants to learn a new language but the important result of this study consisted in a Basic English Academic Program which helped with the methodological and scientific training in the development of the students’ skills in the CBA “WIÑARI” located in Pujili Canton, Cotopaxi Province.

The authors used different methods as the materialism-dialectic to carry out this work basing on theory and empirical level because those allowed authors to analyze the object of study in order to accomplish the English program according to students’ necessities. This project was made on methodological and a scientific basis. Moreover, it was founded on helping with the development of basic students’ skills. The fulfilled process allowed authors to show some possibilities to apply a Basic English Academic Program because of practices which were included in the search, facilitating to know the effects and positive results. In conclusion, the proposal of a Basic English Academic Program to qualify teenagers with different social difficulties allowed changing the paradigm of the educational situation and giving everybody the same opportunity to have a high level of education.

INTRODUCCIÓN

The education is one of the most important tools for human being, also it lets countries development; through many years and centuries the education has been analyzed the theory of the knowledge and how the education has changed through scientific studies. In Ecuador the teaching English takes an essential place in the professionals' training, as the Ecuadorian educative system wants, as it principal goal is to make people able to survive in a changeable society. So to know a foreign language involves developing many abilities to improve the students understanding, because the English language is applied in different situations.

In the last years, the English teaching has been based on constructivist way, because it let students working alone or in groups, at the same time the students know new things that are relevant for them. That is to say that. Currently, in this process the students get and produce the knowledge, because the teaching learning process helps students to think and analyze the different strategies used in it, in order to improve the basic skills in whatever foreign language.

Otherwise, the educative work quality has taken a count some methodological work instruments. So the English teaching in Ecuador plays an important role in the educational system, in which the teachers and students have the responsibility to form an enduring understanding. To learn a foreign language comes as justified necessity by different reasons like: professionals, cultural, social, and to use in jobs or just to get more knowledge. Nowadays to use another language is vitally important, so it helps in many situations. For that reason the project is made.

In the first chapter there are contents that have been analyzed by authors because that information will help them, important educative aspects about some ages ago and how that information has been changed today, to get more knowledge the researcher group has looked up different educational stages and how researcher group could help them in the students training to get an enduring knowledge through an explanation about different knowledge that students have. Apart from that how the skills are important in the education.

Otherwise, in the second chapter is about the analysis and interpretation that authors did from the information gotten through the survey applied in the study object.

However in the third chapter is about the compilation of information in order to do the project and as a result to implement in the “Wiñari” project; so using this project the students will improve their skills, so in fact some details are included in this project in order to help students. So, the purpose of this paper is to make a basic educative program, with a particular emphasis in four basic skills, which are developed when people learn every day but, in this case in English as a foreign language. Therefore, the Basic English academic program will be useful for “Wiñari” students.

So, in the project the researcher group has specified important details about the study object, even the several questions that were applied in it, so each question was analyzed, wrote and interpreted about it in context, because it helped researchers to understand some problems or difficulties that they face in the educative process.

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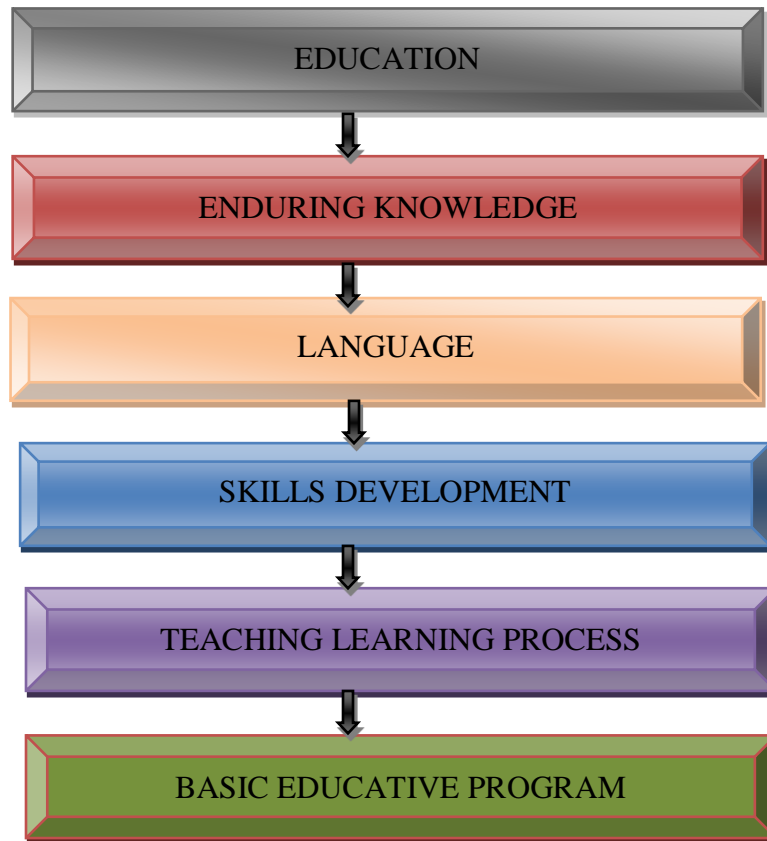
CHAPTER I

Backgrounds

The education has been considered as an important tool in people's life but, nowadays the education is multi directional because through these, students can transmit the information, knowledge, values and culture in the teaching learning process. If one person studies, in the future we will have more opportunities for working and surviving in this world, also these provide a range of skills like knowledge, attitudes, and values acquires, all those factors affect in the teaching learning process.

Researcher group mentions that education is compulsory and free for children currently, families have the central government helps that is the reason that students need to make good use about in order to increase their knowledge. Otherwise the education is considered as people's right in which is necessary to be good citizen so to become to have a good education there are lots steps which are essential to follow; in addition of this the student should develop their abilities through an active participation during their educational process.

Fundamental Categories



Education

Education as a primary technic that people use for communicating and expressing ideas, messages, actions with these parameters people are able to survive in this democratic society, besides these people get a good relationship each other; however this process permits human being to take conscience about different realities and try to understand and solving problems using real facts.

For PO BOX, Glasgow and PROCTER, Paul (Collins English Dictionary – 3rd Edition p. 499): education is “The act or process of acquiring knowledge, esp. systematically during childhood and adolescence; the act or process of imparting knowledge, esp. at school college or university”

The researcher group shares the article with the authors, because as people know the word education has some meaning, for instance, it is considerable to know about and the origin too; as a conclusion for this article the researchers say the education is the right way to rich right society. Otherwise, to rich a good education is necessary to use several pedagogical methodologies, because the education helps human beings; but today educators are using new alternatives in the education.

The right education has been created and recognized by some jurisdictions: since many years ago around the world and people know education is an important process that permits learner to know different educative aspects like: social life, economical life, etc. Also the education is considered as useful and necessary tool that surely it will help people in this constantly changing world where people are leaving, so it is essential to mention the different types of education as follow.

Preschool education

Preschool education is the first step in the educational life, because yin this period students start learning new words, activities and they start developing their skills. In fact this steps is elemental because of their whole life depend of it.

PRE SCHOOL, campus (2011): “Preschool education provides for the optimal development of children during their preschool years.”

About the article the researcher group believes that it does not mean formal teaching from text books. Because little kids are starting learn, in that time it is so important the teachers and parents’ cooperation for providing the best possible environment for their growing up. The children are learning all the time from the action, experiences and the imitation from people too.

In the preschool there are programs that properly stimulate and nurture a young child's mind, those will result better children's preparation. By the time, they start school in which the young children Education are necessary. For instance, the preschool education is the most important for kids for that reason parents are concerned about that or may be the time what parents need to choose the institutions in which their children are going to study, in order to their children get a better stimulation in their first step.

Primary education

Primary education needs to contain basic, essential and precise information. Even in this education the students need to have correct information according to the basic skills that are developed like; reading, listening, writing and speaking so, those would help to understand the main idea about.

According to DEGREEDIRECTORY.ORG, (2011): "Primary Education, also called elementary education, is for children in kindergarten through sixth grade, Primary Education provides students with a basic understanding of various subjects as well as skills they will use throughout their lives"

The article about primary education shows people how important is to participate in it, in order to get the basic understanding, for that reason the teachers who participate teaching primary education need to use good methods according students' age.

The primary education is an important step too, because children need to obtain a general knowledge until to move school or may be the secondary one. The primary education permits to develop new linguistics skills which the teachers need to teach the fundamental parts; it is known with the six first years in children's life.

The most of the initial education is though in the neighborhoods' schools, but there are far places where primary education is not though. So, it is a real situation around the world.

Secondary education

According the teaching learning process the secondary education is called as middle education because the principal goal is to teach students to get good results about educative process and professional life; so when students finish this stage they will be able to put in practice what they learned.

According “UNESCO (United Nations Educational Scientific and Cultural Organization): Secondary Education “Secondary education is a gateway to the opportunities and benefits of economic and social development. Demand for access to higher levels of education is growing dramatically as countries approach universal primary education.”

In the world and the society the secondary education is vitally important, because it gives a new way to see the life's reality and new opportunities to increase the knowledge and help society improvement. In Ecuador, secondary education follows primary education, for that reason it is indispensable for students to approve the primary education, it comes students' competition and parents' responsibility in order to get good grades.

Secondary education is deems as bridge between primary and higher education, in the world, so in Ecuador the education is viewed with hierarchy, who are studying in a secondary education knows the scientific and technological world, moreover people know or invent steps to reduce and prevent the poverty and it is considered the best way to develop countries.

Higher education

Higher education is known as main level in education because there students it prepare according what they want to be as professionals, so this welcomes to students to research based in empirical, reflective or synoptic articles dealing with higher education, approached their goals or discipline. According to the article the higher education is the educative life's continuous process in which the students choose the profession that they want, in the process of forming professionals, the students need to do some activities in the investigation in the different levels of studies. The higher education plays an important role in the society, because through this the professionals have different views, so they are inventing new process and alternatives to survey into the world.

SWASSING, R. Barbe (Education world 1979): "Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions"

According this writing the universities include and permit to participate in activities like: teaching, researching and participating in social services, all of these activities permit students to get more chances to obtain and produce experiences in their field of study; so higher education involves working towards a degree-level. Today the university degree is similar to have studied in high school, for that reason it is essential to continue study in order to cooperate with new ideas to improve development in the field work.

As in everything the disadvantages about this are. Our world have a lot of changes because of different inventions are doing, in many cases those inventions are so dangerous for our world. But the most important is to get high achievements in high levels; the graduated students are prepared to face in the competitive field work.

Enduring Knowledge

The enduring knowledge is the fundamental education process that should not be limited to the transfer the knowledge only, but also education should endure and go far beyond the walls of the classroom; it will help students to carry on with the analysis of enduring knowledge in the oral expression but the intention is to learn.

To get this kind of knowledge students need to practice a lot, do homework, scientific investigation and so on; but according their fields. The knowledge becomes to be enduring when new information takes relation with the student's concept. As a conclusion the researchers say that the principal characteristic of this knowledge is the interrelationship between relevant information gotten in class.

For GRAFTON, k (2011): "Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom."

The researcher group agrees with the article because, the enduring knowledge is vitally important for students, through this the teacher knows if the student understood or not. So for that reason any enduring understanding provides conceptual foundation. Enduring knowledge goes beyond discrete facts or skills to focus on larger concepts, principles, or processes.

They are transferable or applicable to new situations within or beyond the subject for instance the researcher says the enduring knowledge is the highest step in the life because, if something is not clear the understanding cannot be too. So the researcher's consideration is when someone is attending the class the teacher needs to verify the process because it will permit to get a better understanding about.

The better understanding provides the priorities to survive in the field of study or in another field.

For GRANT, Wiggins (1998, p. 10): “The enduring knowledge is about teacher how to evaluate classroom assessment to determine if they are valid and reliable and how to develop valid and reliable assessment for”.

About article the teachers need to check every time the teaching learning process, so the teachers need to be preparing in it, in order to face the activities what will be studied, so those activities will be fundamental in students’ education. Through this the students will be valid and reliable to continue in their life. Also it contributes a physical and mental health. The researcher group considers checking this process, because it is so important to take in account the students’ age, so there are a lot steps to verify the enduring knowledge in the students’ training.

The enduring knowledge is the information that comes to people’s brain; it forms a new knowledge in the personal brain and it will change the people’s expectation. So Enduring Knowledge is the process by person takes position of their knowledge, abilities through the experiences lived. For that reason people do relationship with their individual necessities. Enduring Knowledge means to get knowledge in the daily life; so it helps to develop in the society or field work.

People need to interest for everything that people can learn. So it becomes positive if people put in practice the knowledge learned; here an important phrase “People must learn to learn”, through the previous knowledge and it helps new knowledge. A researcher says the enduring knowledge is the result of the previous knowledge with the new experiences and adaptation of these is vital; because it builds as independent person.

Knowledge

Knowledge the most important for human being because of knowledge is a collection of facts, information, and skills acquired through experience or education so, knowledge is the result of education or the experiences that everyday people get. But people need to know the knowledge is natural in which the subject needs to know or study the object. For that reason the knowledge is personal.

Knowledge comes to be a human faculty resulting from interpreted information; understanding that germinates from combination of data, information, experience, and individual interpretation, the knowledge is a group of information with deep information in which contain relation between it.

BERTRAND, Russell (1926) (Theory of the Knowledge for the Encyclopaedia Britannica): “The question how knowledge should be defined is perhaps the most important and difficult of the three with which we shall deal”

Knowledge is a product of doubt. When people have asked themselves seriously whether people really know anything at all, people are naturally led into an examination of knowing, in hope of being able to distinguish trustworthy beliefs from such as are untrustworthy.

This may seem surprising at first sight; it should be thought that knowledge might be defined as belief which is in agreement with the facts. As a result knowledge is involved by several and useful elements and factors. The enduring knowledge is the manner to acquire and assimilate the new knowledge. Doing the analysis about, the researcher group has considered so fundamental to found information and specify the different types of enduring knowledge as the follow.

Enduring Knowledge Conditions

To enduring knowledge condition would be possible, didactic materials should be composed by organized elements and structures, so the main part should not take arbitrary relationship, but no always this condition is enough to enduring knowledge. Researcher group considers taking a count three kinds of conditions in the enduring knowledge.

Logical material significant

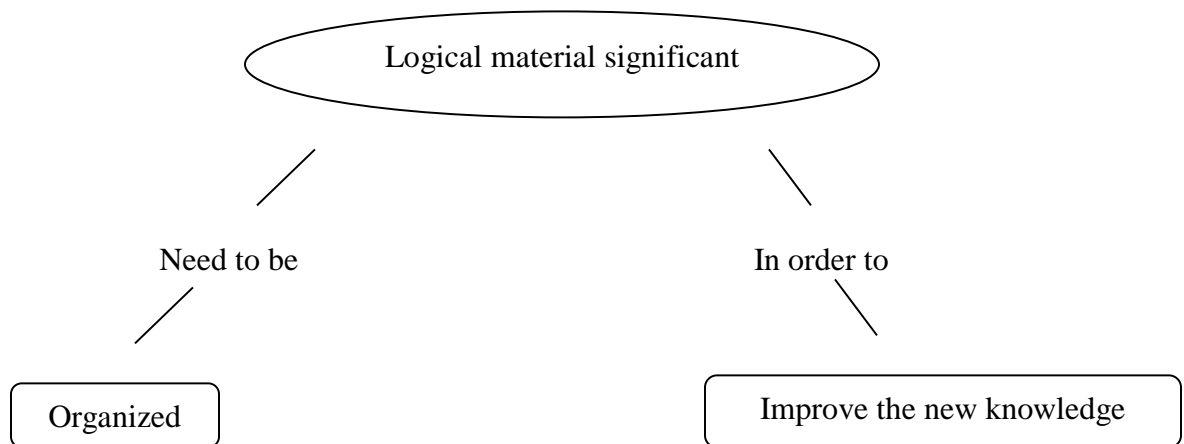
Psychological material significant

Motivation

So about these steps, the researcher group mentioned the importance to know the three conditions to get and important knowledge.

Logical Material Significant

Researcher believes in Logical Material Significant; in which knowledge needs to be susceptible to offer place to build meanings to the new knowledge in the LMS people need a lot of shades because the (LMS) could modify the meanings and language too. The material knowledge is significant because the information changes into internal logical structure, it means the information must have sequence explicitness and organized.



Psychological Material Significant

The psychological significant material refers to establish the relationship between the previous and new knowledge. It means about internal way that all the time people depend to the last experiences; the (PMS) could be radical because knowledge is divided by steps it means according to the age. So it helps in the brain process. But in the psychological significant material the students need to have previous knowledge in order to offer the importance from the new content.

The students need cognitive activities in which the knowledge is selected with necessary information in order to apply in the new situation so it would be reviewed and modified but depending on the students, if they want to improve or not.

Knowledge Motivation

Motivation researcher group says that it is an individual subjective and helpful attitude to learn something for instance motivation is necessary in everything that people is going to do or learn, because it helps a lot to get better results. For that reason students or people need to be positive in the fieldwork and think how useful could be learned things. The motivation in the knowledge is important; so it is necessary to develop the intrinsic motivation because it depends of internal factors but many researchers mention that intrinsic motivation is stronger than extrinsic motivation.

Usually people are motivated others with rearguards and incentives to achieve goals, however most of the time it creates a short term as result of this, because the person has not real interest to learn or do something. As a consequence the teachers, students and other human beings engage are most directly influenced by extrinsic rather than intrinsic motivation.

Types of Knowledge

Before to start the types of knowledge the researcher group has considered finding as many as possible the information in order to clarify the readers understanding in which contain from various knowledge theories, so the researcher hopes the analysis would be clearly; so the knowledge is divided in the following categories.

Explicit Knowledge

Adapted to the article the explicit knowledge is important information in which it becomes to be confinable to anyone and it can be readily transmitted others. Also, this kind of knowledge is processed by a computer or many writers. Explicit knowledge is knowledge that has been or can be articulated, codified, and stored in certain media.

It can be readily transmitted to other through the analysis and the researcher has regarded that this kind of knowledge is easily reached for people so as real example about it is the encyclopedias in which contain an explicit vocabulary. Yet, there no doubt that explicit knowledge can be articulated into formal language, including grammatical statements, words, numbers, mathematical expressions, specifications and manuals

Tacit Knowledge

About the phrase the tacit knowledge is hard to articulate with formal language (as many people say hard, but not impossible). Also it contains subjective insights, intuitions, and hunches. Yet, tacit knowledge is personal knowledge referring individual experience so it involves intangible factors, such as personal beliefs, perspective, and the value system

But for the researcher group; tacit knowledge is a little difficult to communicate, it must be converted into words, models, or numbers that can be understand. It means the tacit knowledge is an individual knowledge. The researcher group has allowed for the article read tacit knowledge is difficult to codify, document, communicate, describe, replicate or imitate, because it is the result of human experience and human

sense. The skill of the master or of a top manager cannot be learned from the textbook or even in a class but only through years of experience and apprenticeship.

Personal Knowledge

The study of this kind of knowledge has permitted to know different factors involved in human behavior, so the principle characteristic in personal knowledge is the environment in which people grow up. Thus the personal knowledge seems to involve coming to know a certain number of factors in a particular way. Also knowledge or cognizance of a circumstance or fact gained directly through firsthand experience or observation. An affidavit is a declaration based on personal knowledge, unless expressly stated.

Everything that people spoke is a personal knowledge, the person who is talking needs to be sure about their thought, because the previous knowledge is basic step in the communication. In which the personal supporting characterize he or she. So the personal knowledge needs to be relevant as human being people have collecting information in their brain in order to face any problem that they would have.

Procedural Knowledge

Respecting the article, procedural knowledge is the way to see how to do something this kind of knowledge is deeper, because the application is directly in the fieldwork. So the procedural knowledge means to know the method of manipulating a specific condition or the technique for implementing a task. But there is a reason that procedural knowledge is general terms, the type of knowledge someone has and demonstrates through the procedure of doing something.

Through the procedural knowledge people learn how to do things and we can remember the process how to do them but it is important to notice each process is to be carried out when certain conditions are used in class; it means to indicate by propositions.

Propositional Knowledge

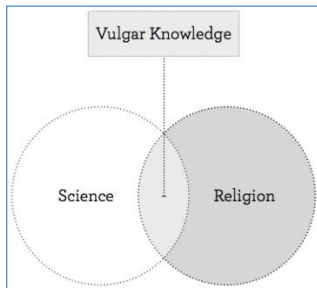
Relating this part the propositional knowledge is known as descriptive, declarative and propositional knowledge so, it is one of the especial knowledge but in this case the letters are used as contraction so it's very nature, expressed in declarative sentences or indicates proposition because is the type of knowing new information.

WORLD NEWS, (2011): "Descriptive knowledge, also declarative knowledge or propositional knowledge, is the species of knowledge that is, by its very nature, expressed in declarative"

Sharing the opinion about the article the propositional knowledge or descriptive knowledge is used in all cases because people facts need to be clearly in order to distinguish the others. In addition these components are identified by different views that knowledge is justified true belief.

Beside of this the researcher group considers that it is not as simple true belief. A true belief may stem just for lucky guesswork; in this case it will not qualify as knowledge. Propositional knowledge requires that the satisfaction of its belief condition be suitable related to satisfaction of its true condition.

Vulgar Knowledge



About this kind of knowledge and chart the vulgar knowledge is an extraordinary field of information is the product of the observation, intuition and understanding of the minds of our species, millions of individuals, so that is to say the researcher group believes that it has happened over many thousands of years ago.

Much of this knowledge has increased during the last years because of young people study, so they are contrasting ideas about reality. As well as vulgar knowledge captures the practices and behaviors, sometimes scientific and religious practice it.

Scientific Knowledge

This knowledge permits students performing very well in any situation. Even scientific knowledge is a knowledge accumulated by systematic study and organized by general principles or new cognizance of an important factor about phenomenon acquired through scientific method. Also the term scientific knowledge is attributed to some facts and principles that are acquired through the long process about inquiry of investigation. So it offers a good knowledge to face problems every day.

For instance the SK is the study of science, so it must be in the same level with social activities, especially dealing in which involves social conditions and effects of science and with the social structures and processes of scientific activity.

Philosophical Knowledge

The issue of how knowledge is possible and what knowledge can be consider real or unreal so which is key in the philosophical knowledge, it can be known and said as real facts; in besides of the researcher group perceives that world through personal senses which will be analyzed. For the researchers' the philosophical knowledge is the opposite of the scientific knowledge because it starts from the experiences and people's daily activities. To build a better result is important to reflect it, so it would help to get this kind of knowledge.

Language

Language is an ability that the whole human being possesses to communicate. Also it that is used in different ways, example writing, speaking, gestures and so on. Relegating human beings, parents are the primary teachers of children's speech, on they depend this skill development. In addition this is a system of conventional spoken or written symbols used by people to shared culture to communicate with each other.

The language plays an important role in the people live because, it is used to communicate each other, using different ways like: gestures, oral, writing, and so on. So the language had a relation with culture, because of an essential part that shows the development the language for that reason both of them have a correlation which helps people to get better understand.

For HAUSER, Marc (The Faculty of Language: 1569–1579. 2002): “language may be the most appropriate trait by which to classify humans within the order of nature, even more so than rationality”

Language is considered one of the most important aspect in the humanity also it is interesting to know the origin of the languages and the steps that are passed all the time until nowadays, so about languages, people think that animals have developed the abilities to communicated with others, using different aspects like: words sounds and so on.

The Origin of Language

The language was older than the first species that live in the world because the origins of human language will remain forever obscure. By contrasting the origin of individual language, it has been the subject of very precise study over the past two centuries.

VAJDA, Edward 2003: “Every Stone Age tribe ever encountered has a language equal to English, Latin, or Greek in terms of its expressive potential and grammatical complexity”

In many cases that original language is judged by the experts to have been spoken in surprisingly recent time as little as a few thousand years ago. It is one of the most distinctive behavioral adaptations on the planet. So languages evolved in only one species, in only one way, without precedent, except in the most general sense”

According the article the origin of language had some important aspect that people should try to understand about our nowadays, so all scientific said that the language was born before the society. But it was more difficult know clearly the root of language because, there were some information about the origin of language, so than it is more difficult to learn the better information about it.

Language Evolution

Many years ago some scientific studied about how the language was develop in our world? Moreover they gave some important aspect and interesting studied about it, one of this was the primate's language. Charles Darwin was a important scientific in evolution of language because he found a evolution theory, as whether there is evolutionary continuity between animal signaling systems and human language, si it has prompted, over the last thirty years, a number of widely publicized experiments involving attempts to teach human language to apes.

For KIRBY, Marc D. Hauser (2003): "There is now more scholarly interest in the origin of language than at any time since the eighteenth century, although among linguists, anatomists, and anthropologists no consensus has emerged as to its timing and nature"

Some of the early studies about other primate's languages say that, they do not have the necessary anatomy for human speech production; later attempts using sign language seemed to fare better. The power of the language faculty has become part of the species endowment, so it is acknowledged across all human cultures. The first words of a child are universally recognized as a momentous threshold; for an adult to have speaking privileges, or to decide who may talk or not, is a sure sign of social power.

It has often been claimed that in gesture start the origin of language, but, if so, speech very early achieved primacy, perhaps because a vocal auditory system had crucial advantages: no mutual visibility was necessary between speaker and audience. The language faculty co-opted brain and body structures (mouth, ear) that had been developed for other function.

Language and Culture

Language and culture born with everyone, so which are considered as humans' phenomena; according to the theorist, language developed as a result the culture evolution because, through the language people can communicate the different process or changes the culture had suffered. Language and culture are very old as human for that reason the language is important in the culture; it helps to transmit to others, so those are formed by mentally and physically thought.

There are even many words that are so connected with them or influenced by a particular culture and language that it does not have the same relation with other languages or it is less in spoken system.

Types of Language

There are different types of language that people should learn to communicate with another person in a better way, using the correct words when they need. The types of language are:

Natural Language

The person who has being born into this society accept the language of their own community, the influence that the individual can exert on the language, is exclusively because of talking and express the ideas feelings and so on in natural language.

FINGERMAN Hilda, (2007): "It is called ordinary language is a language community that uses the primary purpose of communication and is built with rules and social conventions and language during the historical constitution of this society. It is the language we all speak"

Natural Language processing group is focused on developing efficient algorithms to process texts and to make their information accessible to computer applications, so language that people used in sort language; it is a natural for example: the Ecuadorian people speak Spanish it is sort and the problems of natural languages or regular and therefore has a degree of artificiality and conventionality much greater regard to the construction symbols and the meaning assigned to them.

Technical Language

Technical language is spoken and used in specific areas like: mathematics, science and medicine, because the language that is used in these areas are practical and technical, yet some definitions help understand as an expert knowledge that goes beyond observable experience. Technical terms are the direct result of the kinds of knowledge scientists, geographers and other specialists are involved in developing as they study, classify and reclassify the world into taxonomies

The technical language is different to natural language because the technical language uses different forms and terms, so that words acquire their own meaning and technically suitable for the purposes of the community that uses them.

The technical language of physics, for example, defines the sense in using terms, also own ordinary language, as well as the technical language it is used in medicine, and it is very useful for medical practice.

Formal Language

Formal language is a polite form that people use to express messages and other information in several ways so it is set of words finite strings of letters, or symbols. The inventory from which these letters are taken is called the alphabet over which the language is defined. A formal language is often defined by means of a formal grammar. The formal language is very important because the majority of people use in different situations, also it is use in a better way like discourse as well as using in business and other activities.

FREE UNIVERSITY OF BOLZANO–COMPILERS, Lecture II, (2010/2011) – A. Artale: “The Formal Language Theory considers a Language as a mathematical object. A Language is just a set of strings. To formally define a Language we need to formally define what are the strings admitted by the Language”

Formal languages are often used as the basis language and it is used in different subject like computer science also in others fields. Formal languages play an important role in the skills development, since formal languages alone do not have semantics, and other formal constructs are needed for the formal specification of program semantics. Formal languages are also used in logic and mathematics to represent the syntax of formal theories.

Literary Language

The literary language is not the same thing as the language of literature. These are different, but related, concepts. The literary language is the property of all who have mastered its rules. It functions in both written and spoken form. The language of literature usually orients itself to the same norms.

ZHIRMUNSKII, Leningrad, (1936): “It is not possible to imagine a national culture that is rich and developed without a rich and developed literary language”

The concepts of the literary language and the language of literature have varied in different historical ages and with different people. There is a difference between the literary language and the national language. The national language operates as a literary language, but not every literary language immediately becomes the national language.

SHAKESPEARE, William. (2001): “These days, a discussion of “literary language” is almost obliged to begin with some mention of the difficulties modern literary critics have found with the very notion of separating “literature” from other kinds of writing”

Shakespeare explores this function of poetic language because he was an important person in literary language, when he begins to write he did not understand the role of language. The researcher concept of the literary language usually interacts with the concept of linguistic styles existing within the limits of each literary language. A linguistic style is a variation of the literary language that has taken shape historically and is characterized by a definite set of features. Some of which may be repeated in other styles but in their combination and unique functions distinguish one style from another is to recognize the better information of each one.

Private Language

CONFESSIONS, Augustine, (I. 8): “A human being can encourage himself, give himself orders, obey, blame and punish himself, he can ask himself a question and answer it”

That philosophical concept of meaning has its place in a primitive idea of the way language functions. But one can also say that it is the idea of a language more primitive than people. In this case the people imagine a language for which the description given by Augustine is right. The language is meant to serve for communication between each other. Emitter is building sound, words and message but the receptor is the person who receives the message.

The Language in Autism

According KANNER, Leo in 1943 “Communication disorders are part of the core of autism, and thus the changes in language are very significant”

The children’s language that have abnormalities such as, pragmatic disorders, alterations in prosody or problems in the body need more time to understand the message and language also the teachers should use easy language. It is important to know different forms to communicate with the person who has some disorders, the scientific can say that the level of oral language proficiency is highly variable with autism may be the absence of language both as a sophisticated language.

The researchers can say that what characterizes the language in autism, providing its specificity, the general characteristics that acquire the rest of the cognitive and social development, and the disharmony between different components. That is to say, the contrast between forms and content an specificity phonological components, semantic, syntactic and pragmatic oral language.

Skills' Development

The researcher belief the importance to know about the skill and how important is to improve it in human being for instance it is so essential to know what does mean skill. So for instance in this step, students should be able to put in practice are leaning.

DEFINITIONS.NET (2011): “special competence in performance; expertness; dexterity; a craft, trade, or job requiring manual dexterity or special training”

About the part of the definition the researchers said the skill is the ability to do something well arising from talent, training, or practice. So it is fundamental for the human beings. The skill is considered as ability that people have in the line to develop in the specific fieldwork. For instance the skill is for what are you able.

ATTEWELL, PAUL (Sociology October 1, 2009, 43): “The concept of skill plays an important role in sociological research, from studies of the labor process to debates over equal worth”

The article citing provides a theoretical analysis of the ambiguities conceptions of skill, but contrasting the skill with the study the researchers have deemed about the skill as the central part in the education. So the skills applied in the studies or investigations allow developing in the better way in order to emphasize the final work.

What does skill mean?

Many foreign researchers said that skill refers to the fundamental movements that are later modified to more specialized patterns. So it involves the development of

activities of increasing complexity. So it involves locomotors, non-locomotors and manipulative skills, because it permits to do competences in performance as a major purpose.

What does mean locomotors?

MERRIAM, WEBSTER P.O Box 281(WEBSTER'S AMERICAN ENGLISH DICTIONARY) p.197: "locomotors = locomotion n: power of moving"

Locomotors are action in people's movement that they can do, for instance there are a lot of kinds of locomotors skills like following examples:

- | | | |
|------------|-------------|-----------|
| - Walking | - Running | - Hopping |
| - Skipping | - Galloping | - Sliding |
| - Chasing | - Fleeing | - Dodging |

All of these movements are a short part of the skills mean. Otherwise the searched skills will be presented by steps it means to indicate how the influence is; but according to the age.

Kids' Skill

Kids' Skills is a cooperative method for helping children overcome behavioral and emotional problems based on solution-focused psychology and developed. Satisfactorily there are investigations about kids' skill some researchers mention that the didactic material helps student, basically a delightful book helps children. A suitable didactic material will modify the kids' skill.

The researchers' belief is that actually people are building up a network or material to use in classes, so to get and offer an experience is considerable to use new methods with the children.

ENCOURAGING SKILLS (2011): "All kids love to act and perform for their parents. This is a great way to help your child learn the coping skills that they will need for social interaction"

For instance whether the interaction is developing at home in which the children learn some abilities so it help to interact with others in the environment in which the children is growing up. So in the process to grow up; kids learn a lot of skills but those skills need to verify because they do not have control by themselves.

There are many skills that people will need to function as an adult. Continuing the sequence about the skill the researchers' opinion is these skills help people for relating to others in a professional and appropriate way and for independent living so the skills people usually learn when the a teenager.


Adolescences' Skill

About phrase the researchers consider the children skill is changing everyday so today students must encourage the different reality. And the sills are development from an ethic of encouraging children to develop positive attitudes about the activity. In order to help today's students to function good in the 21st century; the students must be able to acquire, evaluate and use the new information. And skills are developed in the following categories too.

JEFFECCO ASOCIATION (2011): "Students will be able to state the purpose, explore options, and define a manageable focus for their information needs"

The students who have development the skill have got lot information about, so they can tell deferent views from any information. And the information is applicable to information in any form. This skills' standard gives students the freedom to learn and be self-sufficient. Skills build on traditional information like many people said it start at home. The skill in the adolescence in this part the students understand the process of scientific investigation and design, conduct, communicate about, and evaluate such investigations and so on.

	Oral	Written
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing



As the following step the researchers will found information in order to give meaning to each category, for otherwise these categories are considered the principals in the study's field.

Speaking Skill

The speaking skill is considered fundamental in the education because it permits to transmit feelings, thoughts, and emotions too. For instance the speaking is associated with problems, because people need the oral communication to solve that; referring to the education the teachers develop this skill into the children; nevertheless the students or children need to be asked every time.

Speaking do with as skill so there are people with great speaking skill they are called poets, writers is ideally used by poets, writers as speaking is phrasing everyone makes the differences using tones of voices; on account of the speaking is an activity of delivering speeches or lectures.

By ORWIG, Carol J. (23 October 1998): “Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words”

The speaking skill is an interactive speaking situation it means face to face conversation in the different ways, so in this SS people have chance to ask for clarification, repetition or slower speech from people conversation for improving this kind of skill, so it will help us to communicate more easily and effectively.

So it essential to connect with the audience in consequence it is a good project for students to discover and share new information about something. In many cases people feel nervous about speaking, in the audience; but the importance in this skill that oral presentation can be successful with good planning and systematic approach.

Listening Skill

To help people to be good listeners it is necessary to focus on content, avoid the distraction and be active by asking mental question but people considered that this skill is extremely difficult to receive information because there are people who speak very fast. Listening skills allow one to make sense of understanding what another person is saying.

In other words, listening skills allow people to understand what someone is or talking about. For someone acquiring listening skills is frustrating. This is because successful listening skills are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching.

By LEWIS, Tom D. (2011): “Effective listening may be the most crucial because auditors are required to do it so often”

Effective listening is challenging, because people often are more focused on what they are saying than on what they are hearing or both of them. In the other way people who are talking think that their message is more helpful and urgent than do the people who receive it.

Additionally, listening is difficult because people do not work hard as people usually should do. Listening seems to occur so naturally that putting a lot of effort into it does not seem necessary. However, hard work and effort is exactly what effective listening requires. In the listening skill people need to maintain the eye contact with the instructor.

Writing Skill

Writing skill is one of the most important skills for instance it is essential for all people; so writing is considered as skill because people are able to write sentences simply things also it is creative skill, for that reason is important to get this skill; some people can get away with not having these creative writing skills and still being successful enough.

SIL INTERNATIONAL (1999): “Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first”

But exceptions only prove the rule: if you want to be a pro creative writer, you need to have them, my friend. To create a good written people must be persistence because as the researchers mention writing skills help learners gain independence, fluency and creative in writing so that if learners have mastered these skills, these kind of people will be able to write so that not only people can read what people have written, but other speakers of that language can read and understand it.

HAMPTON, (1989): “Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message”

Doing the analysis the researchers’ opinion about this article is the writers becomes independent when people are able to write without much assistance, so the writers gain comprehensibly when people can write, so that it can be read and understood by themselves and others too; through this people are fluent when people are able to write smoothly and easily as well as understandably.

Writers gain creativity when people can write their own ideas, not copying what has already been written, so that people can be read and understood; besides the skill writing is an art, because in this is vitally to use the correctly orthography, including the script, spelling and punctuation uses. Also the correct form to use the words, phrases, etc.; after this interpretation the written skill is essential for all, people because it is another kind of communication but through the written way.

Reading Skill

After the analysis about this skill the researchers considered that reading takes a central part in the approaching of learning; because when people read independently and effectively and learn significant portions of study, it may be the opportunity to develop in the society.

LEARNING SKILL (2011): “Active reading also certainly means reading with a view to understand and relate the information to other readings, ideas and themes from lectures”

So that reading means reading with the goal of finding deep understanding of any material. In this skill is fundamental to criticize the reading material because it

permits to increase the level of understanding; when the people practice a lot it becomes proficient in reading so it depends on the ability to recognize words quickly and effortlessly.

Also it is an action that people move their eye quickly over the page to find particular words or phrases that are relevant for readers' people. Approximately 75% agree, so the writing and reading way improve people understanding because people are reading every time so that it could be books, magazines, novels, newspaper and so on; the summary or commentary as well as oral and writing are related activities but as natural way.

Teaching Learning Process

Students may be better individually for learning in a particular way, using distinctive modes for thinking, relating and creating. The notion of students is the particular learning styles and implications for teaching strategies.

BRUNER, J. (1960, 1977) Press. 97 + xxvi page "Teaching-learning process is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students"

Teaching learning process plays important aspects in the education because it permits students understand better the information, so the teacher and students have a good relationship. Another aspect is all the components that the education has need to know and study for the people to understand better the real information of it.

BERG, Rich May (2005). "Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences."

Teaching learning process have emerged, among them behaviorist cognitive; it is internal because it permits to study the people's feelings, ideas and so on, but constructivist; it is knowledge as a constructed element resulting from the learning process. Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience.

A student who develops the skill in the teaching learning process is critical if skills which result in healthy behaviors are to be fostered and developed. Some of the learning strategies that could be incorporated in comprehensive approach include self-directed learning, co-operative learning, role playing, behavior rehearsal, peer education and parent involvement. Consideration should be given allowing students to plan some learning experiences. People could be provided with opportunities to identify topics or areas for further study

Teaching

Any process of science education is a driver of development which, consequently, in a positive feedback mechanism, and face their own progress in the future, the moment when the demands are appearing in the "zone of proximal development" of the individual is taught.

LEONTIEV AN. Madrid 1991. t.1 "The essence of teaching is the transmission of information through direct communication or supported the use of aids, of varying degrees of complexity and cost."

The objective of education in the teaching learning process because it would help student and teachers in different aspects like methodological and technique to learn more information, so teach. The teaching learning process is essentially in the systematic transformations of the phenomena in general; with a dynamic development the skills in the students as a result of the teaching learning process are to understand the information that student and teacher should know very well the knowledge, skills, habits and behaviors commensurate.

The teaching process, with all its associated components should be considered as a system closely connected with practical activity of man, which ultimately determines their abilities to know, understand and transform the reality that surrounds it. This process of science education becomes a powerful force for development, which promotes the appropriation of knowledge necessary to ensure continuous and sustainable transformation of the individual's environment for expressing their own benefit as a biological entity and the community which is a component inseparable.

This process is constantly being improved as a necessary consequence of people's cognitive task, for which should be organized and managed. In essence, this task is the activity for the process of obtaining knowledge and their creative application in social practice.

Teaching is a starting point and a general pedagogical premise in its objectives. It determines the content, methods and organizational forms of development, in line with the planned changes you want to generate in the individual receiving the education. These objectives also serve to guide the work of both teachers and learners in the learning process, and those are at the same time, a class indicator to assess the effectiveness of teaching.

Teaching Strategy

Teaching strategies are steps that teachers use in class to avoid traditional way to teach so it is considered as group of rules to do plan in every educative process in order to reach goals to get comprehension in the teaching learning process but is necessary to taking a count the individual characteristics and the previous knowledge, so the strategy is considered as structured ideas to offer the students. So the uses of the educational techniques and tools need to be essential.

Learning

It is a process of simple mechanical association between the stimuli applied and the responses got by these, determined only by the prevailing external conditions, which ignore all these interventions; actually, mediators and modulators of the many variables inherent in the structure internal subsystem mainly central nervous knower, learner. In the learning process that leads to knowledge of specific aspects of objective reality, the influence or input information takes place through special structures known by the generic name of receptors or sensory analyzers: the visual, auditory, and tactile.

DEWEY, J. (1933). "Learning can be defined as the relatively permanent change in an individual's behavior or behavior potential (or capability) as a result of experience or practice. This can be compared with the other primary process producing relatively permanent change-- maturation--that results from biological growth and development"

Learning is one aspect that all people need to apply in their studies and put in practice what they learn in the real life because it is necessary to know different information or contexts around the world and try to analyze the information to teach another

person for getting different views information. As people have noticed with the conditions above, learning requires both (teaching and learning) internal and external processes. They are necessary conditions for applying in “learning” skill.

They finally come to different areas of the central nervous neurons which leave an imprint, a reflection of the change which, if they occur in the base the consequence such a quantity and quality information received, will be retained in memory as neuronal or nervous and will express phenomenon in the context of teaching-learning process, as knowledge, the result of what has been learned from adequate stimulation, in quantity and quality of sensory analyzers mentioned, individually or in groups.

It is, overall the substance material neuro - pedagogy focused on the interaction between the body and the behavior of the system called learning. Which are functionally related neurons through synaptic structures calls for establishing channels, longer or shorter depending on the number of members, and thereby constitute the so-called sensory anagrams or informational influence and the type motor (having as a substrate material to centrifugal pathways based on the central nervous subsystem reach the effectors), corresponding the answers given from specific informational situations or people's like.

Pedagogy

Pedagogy refers to art and science of teaching. More specifically, it refers to styles and methods of instruction used in the teaching profession. The science that deals with education and teaching, Aims to provide guidelines to plan implement and evaluate processes of teaching and learning, drawing on the contributions and influences of various sciences such as psychology (developmental, personality, giftedness, educational, social), the sociology, the anthropology, the philosophy

Then the teacher is the expert in formal and non-formal education investigating how to improve and organize the educational systems and programs in order encourage the development of individuals and societies. Studies education in all its aspects: school, family, work and social life.

Basic Educative Program

Educative program is booklet that contains basic information with activities that helps to improve students' knowledge; also this program includes plans as teachers' guide to be transmitted easily and clearly the knowledge in English language. Otherwise this educative program is composed by complementariness activities with necessities resources in order to achieve the main goals purposed by it.

SIAST, (2011): "academic programs that help individuals develop skills to gain the academic prerequisites required for further education and training"

About academic program the researchers said that it can modify and help to develop the human skills, for instance the academic program helps the education with basic and fundamental ground rules that can stifle change in conventional public education. For that reason the academic program is considered as curricular instrument used in teaching learning process in order to help improving students' knowledge and characters need to be feasible for everyone so, in which the motivation is important to help the development of basic an important skills.

SIAST, (2011): "Academic programs are secondary programs and they do not qualify for the Student Loan Program in education."

Referring to the main article the basic educative program have achieved great success in helping districts serve students who do not do well in traditional settings. Around

the world there are sectors creating new and different educative programs, but the leaders have to teach using new alternatives in which the students could share their experiences in order to overcome their thoughts.

So in the basic educative program there are indispensable contents about how to learn English but in the basic way, commonly the basic educative program contents easy activities in order to develop the students' skills, but the most important, any kind of program needs to adequate to the students' reality, so it would be helpful because it shows the students development, but it provides a pedagogical diagnosis to the teacher.

Steps that contain the basic academic program

Getting a general idea about what kind of topics do students need, the researcher group will compile as much information as researcher group can, so the compiled information will be selected and organized according the students' necessity and educational system, this information will be modified and replaced in order to become and get a funnier class. To be this educative program ready, the researcher group will base in several methodologies and technics used for giving class.

Methodological Design

Methodological design is the essential part which help supporting this educative program, as people know there are several methods but the researcher group will select the best ones, these kinds of methods will help researcher to do the educative program, those methods contain strategies and these help the process in any activity, through the organized way in order to get a good knowledge, in this case it will be apply en educational process.

For otherwise in this part it is important to focus what does mean methodology, for instance the researchers agree with many articles about, so the idea is that methodology is studies formation plans in which it helps to develop some extra abilities in students so, the methodology helps the researchers to analyze the reasons that is going to develop this project but in specific way in order to solve the problem; although methodology is not a list of methodologies and techniques, because it tries to explain the process that is going to use the techniques and methodologies that will be apply in this program.

Besides, this part let focus on the educational methodologies that can be employed in online learning situation; this section explore a constructivist approach. Recent research about learning process and the capabilities of human brain provides a foundation for constructivist teaching. An important note is that students learn through active construction of their own knowledge rather than by memorizing or absorbing ideas from oral presentations that teachers do, also in this methodological design is necessary to increase other important information, which is constructivist learning.

HANLEY, (1994): “The constructivist learning approach, the teacher is considered to be a facilitator or coach.”

Referring to the article, the teachers’ job is to guide students, asking questions, encouraging the student to analyze, synthesize, and think about the subject matter students are engaged in learning. Actively engaged of students, the teacher also participates in the learning process as a co-learner.

But with appropriate guidance and support, students depend on their own understanding about world as well as the student own thinking processes. So some researcher the constructivist approach considers the processes that students employ to

build and develop their ideas, so constructivist learning theory focuses on the student rather than the teacher. So constructivist theory becomes to be repetitive rote practice of facts that facts do not support learning. Through an active learning process, the students' ideas become increasingly powerful and complex. Finally researcher group will take a count several and useful methods to do this program.

Descriptive Method

Commonly this method is used in all cases because of through this one people can describe and research our reality about what is happening around. In addition this one is used for looking for information, organize, summarize, present, analyze and generalize the result gotten in the educational process.

Beside of method describes the studied object, because through this method students can get more information about it, for instance the main goal of this type of method is to describe the data and characteristics about what is being studied. There are many tools available to the researcher interested in descriptive studies. This kind of studies can provide a detailed analysis of a single person or event.

The use of this method will be necessary to do this program because the activities will contain several pictures (vocabulary) those will be necessary to describe in order to reinforce what students are learning.

Direct Method

This method let the relationship between students and teachers, also students have contact with any direct objects that is been used. For this reason some activities will be based on this method. However, using this method is necessary because in teaching learning process, educator will use flash cards, phrases, sentences in which

is necessary the students' interaction, so it will make students' knowledge progress.

Also, there are concerns about improving students' knowledge that is the reason to use this method because through this one educator could use direct activities for example doing role play, groups' class work, the use of complete questions and answers. Once doing this activity the teacher expects full sentences as answers to each question. Also students can give opportunities to ask the questions each other.

Audio Lingual Method

This method is emphasized in listening and speaking teaching before reading and writing, because of uses about dialogues and sentences in which students will participate in it, sharing opinions about topic treated in class. Yet, this one is considered as modified method from the direct method, because two methods have a relation between itself; for many years this method has been considered as useful program for the students to attain conversation proficiency in a variety of foreign language, for instance this method is also called as the Aural-Oral Method.

The audio lingual method drills students in the uses of grammatical sentence patterns. When this method was developed it was thought as the way to acquire the sentence patterns of the second language, so it was through conditioning or helping learners to respond correctly and stimuli through shaping and reinforcement. Here some strategies used in this method like; for example doing exercises about speaking and listening competence preceded reading and writing competence. So it helps to develop of language skills is a matter of habit formulation. The importance in this is method is the students practice particular patterns of language through structured dialogue and drill until response is automatic.

Scientific Method

This is considered as a process or instrument by which people can get things explained, so in this it is possible to check and combine things but this shows the truth about things. So even then, with this method the researchers are able to face the problem because the researchers have significant information in order to get deep understanding about. This is also a good opportunity to use this method because in this part it is necessary to teach structures about grammar or any themes in which contain specific information. A common misconception about the scientific method is that science provides facts or truth about a subject. Science is not collection of facts; rather, it is a process of investigation into the natural world and the knowledge generated through that process.

This process of investigation is often referred to as the scientific method and it is typically defined in many textbooks and science courses as a linear set of steps through which a scientist moves from observation through experimentation and to a conclusion. But the most important is for the researchers are essential to familiarize with the unknown world.

Expositive teaching method

Moreover there will be included more methods but in this case expositive method will be used at the same time when teachers will be teaching so in this case students are listeners.

Verbal and visual method

It includes those verbal ways in which teachers and students present information without other interaction taking place between experts and learners. So besides of

another method that will be used is verbal and visual practices because students will look at the pictures in any kind of vocabulary at the same time students learn in a variety of ways, and every student has a few learning methods that help him to be the most successful. Verbal and visual learning are two of the most prevalent learning styles in any classroom, and teachers need to plan instruction to meet the needs of these diverse learners.

Collaborative and cooperative method

Besides other method as collaborative learning is a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project or knowledge. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning. Cooperative learning, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

Explicative and illustrative method

As well as explicative and illustrative methods are used when pictures or images will be explained at the same time there will be students' interaction through communicative approach included topics or themes for discussion and this process will help to compare answers and correct mistakes.

Communicative approach

This method help students to interact in class, so teachers will get a general idea about students' knowledge; that is to say teachers will know if students have learned or not.

Investigative method

This method will be applied when teachers will send tasks or homework like investigative work, so students will be able to look for essential information.

Discussion method

In several classes is necessary to apply this method but depending the topics treated at the moment, for example extra themes in which students can share ideas or give different views.

Comparative method

Applying this method, students can give several points of views because students have the opportunity to compare two things; this method will be necessary to use, for example when teachers are teaching vocabulary in which is essential to include pictures.

Techniques

About techniques, teachers have the opportunity to use different ones in order to offer a good teaching learning process, so to come with knowledge to the students through this educative program, teachers will use several techniques.

Workbook and notebook exercises

As people know there are a lot of techniques used for teaching that is to say workbook or notebooks' exercises because these help students to improve what they have learned during the class hour.

Fieldwork

So it's essential having good fieldwork in which students can work individually or group learning tasks, so in these spaces students can feel comfortable and results about education will be successful.

Independent learning tasks

Researcher group considers that students need to have personal goals in which students will be able to practice something that students learned during English classes, but those exercises should be applied by themselves, in this form students will reinforce their knowledge gotten in class.

Essay and projects

This is a good technique in which students can write easy sentences or paragraphs

like essays or projects this kind of technique will help increasing students' skills.

Library searches

For reinforcing their knowledge students should have extra tasks as searches work, but this kind of technique should be according topics treated in class. So it is for helping these tasks students can do library searches.

Posters and videos

In addition this topic about techniques use in class teachers should increase posters, videos, because these will avoid traditional classes and it will better for students.

Analytical reading

This kind of technique is essential in students' life, so this should be students' habit for reading any kind reading, because it will help improving basic skills.

Role play

Role play will be useful in teaching learning process through brainstorming about technics applied in class or at home. For instance, English classes will be funnier.

Individual and group work

Students have different kind of abilities, but at the same time this works help students to interact each other and know them, in order to know improving students' development in English language.

Human Resources

About human resources teachers, students, administrative, parents, relatives and community are involved in this educational process because everyone plays an important role, in other words it is the set of individuals who make up the workforce of an organization, business sector or in this case education.

Materials

The whole materials that will be used in this educative program will help to reinforce and advance topics; those materials like educative program, magazines, cd's, dictionaries and flash cards are basic that teachers should use in each class.

Budget

As people know there is necessary, so it is an important concept in education, which uses are necessities for acquiring implements for learning.

Evaluation

About this step it is necessary to apply several tests but initially diagnostic tests through this part; teachers will get a general idea about students' knowledge. So in formative process, tests will be applied during the educational process for verifying the students' progress; but the most important, final or summative test is necessary to verify how much students have gotten the knowledge thought.

Evaluation Indicators

Essential indicator about evaluation will be classified according skills, for instance, in listening part students will be able for deducing meaning, differentiate words and knowing new unfamiliar vocabulary, recognizing and understanding phonological words and identifying mind points in new topics.

But the other hand, about speaking skill, it would check the students' pronunciation about individual words, phrases in sentences, producing spelling, using correct pronunciation and, so this skill is productive skill in oral mode.

But about writing skill students will increase syntactic and morphological relationship in sentences, expressing relationship between words, and using writing steps; so this skill is considered more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Finally, reading skills follows writing, in this case if students can write words, phrases or sentences students should develop read at the same time they will improve this kind of skill; so reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but it often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that will help listening comprehension.

CHAPTER II

Brief history outline of “WIÑARI” project

Everything began on July 2005, with an institutional bet of World Learning and Ecuadorian Nongovernmental organization (DYA), in order to participate in the opened notification of the Work Department in United States (DOL, it's abbreviations in English), with a project for the prevention and eradication the indigenous child labor in Ecuador.

The “Wiñari” program is an effort to protect to Ecuadorian indigenous childhood of risks in the child labor through the education. It was implemented with funding of working Department in United States from September, 2005 until April 2010, with the American nongovernmental organization responsibility World Learning for Development International, and Ecuadorian nongovernmental Organization “Desarrollo y Autogestion” DYA, in close collaboration with indigenous organizations, also Hispanic and Bilingual Provincial Directions of Education and several Ecuadorian local governments.

Once consolidated the project definitive design, between April and August, 2006, and previous to school year beginning in the Ecuadorian Sierra and Amazonia region start on September.

Then, after an intensive work year to approach the zones, the description of different forms of child labor to face, the monitoring and management system design, select the pedagogical proposal in curriculum and didactic material to apply in class; after that the teachers selection and their training.

The objectives of this program is to contribute to decrease the indigenous students' number who participate in child dangerous labor in the mendacity and exploitation

areas in which the project is participating, through strategies who offers educative opportunities, value transformation in positive way in the political and labor field. So the program helps them increasing and applying educative service, according to labor condition and educative necessities of NNA, (shorter primary, shorter basic level and scholar supporting) in extending schedule.

Otherwise they help promoting the participation of social actors and de NNA too, in the project design, execute and evaluation.

Survey applied to the students of “CBA” Pujilí

1. Are your knowledge evaluated for your teacher?

Chart N°1

ITEMS	Frequency	f%
YES	36	90%
NO	4	10%
TOTAL:	40	100%

Graphic N°1



Source: Ciclo Básico Abreviado; Pujilí
Elaborated by: Researchers group

The graphic shows the students' knowledge are evaluated most of the time; it means 90% of the students answered, yes so, they have shown that their knowledge are evaluated in the teaching learning process by teacher. And 10% of the students disagreed that their knowledge is evaluated.

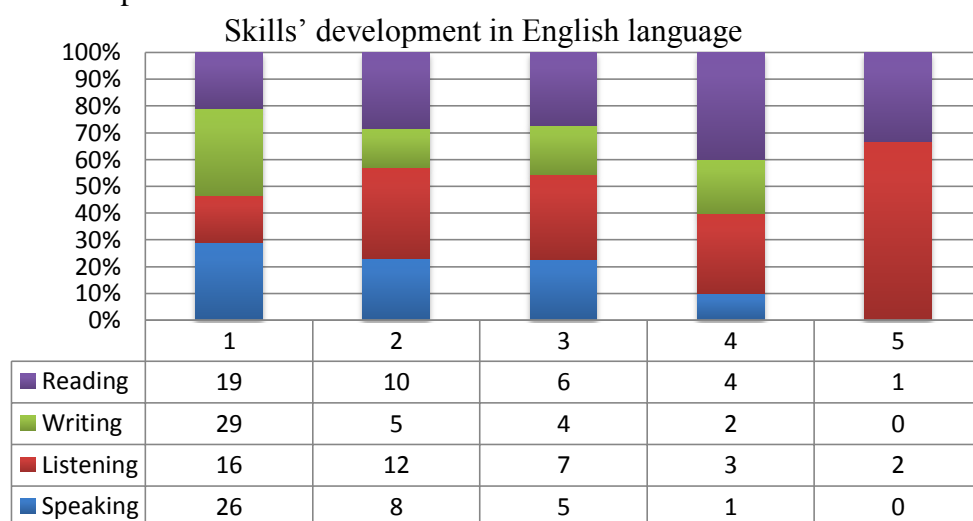
Researcher group has consider the importance of the knowledge evaluation in teaching learning process, because with this strategy, teacher can identify if the information treated in the class came clearly for the students or not; so that, knowledge evaluation is a necessary step in the education.

2. What is your appreciation about yours skills' development in the English language? In the follow chart mark 1 as minimum and 5 as maximum.

Chart N°2

ITEMS	1	Frequency %	2	Frequency %	3	Frequency %	4	Frequency %	5	Frequency %	TOTAL	Frequency %
Speaking	26	65%	8	20%	5	12%	1	3%	0	0%	40	100%
Listening	16	40%	12	30%	7	17%	3	8%	2	5%	40	100%
Writing	29	72%	5	13%	4	10%	2	5%	0	0%	40	100%
Reading	19	47%	10	25%	6	15%	4	10%	1	3%	40	100%

Graphic N°2



Source: Ciclo Básico Abreviado; Pujilí

Elaborated by: Researchers group

About the question of the students skills' appreciation, there are some students as not good at speaking that is to say 65% of the students cannot speak, only 1% speaks more or less, about listening skills, 40% cannot listen so there are many students with the same problem; about writing a highest percent, its means 72% of the students cannot write, 5% of the students answered more or less and about the reading, 47% of the students cannot read because they do not know the correct pronunciation.

According to the question there are a lot of students with problems in the skills development; that is to say in "WIÑARI" project, there is necessary to introduce a lot of activities and the practices too, in order to improve the skills.

3. Do you consider that English language is important to learn?

Chart N°3

ITEMS	Frequency	f%
Yes	35	87%
No	5	13%
Total	40	100%

Graphic N°3



Source: Ciclo Básico Abreviado; Pujilí
Elaborated by: Researchers group

About the importance to learn another language like English, the graphic shows important evidence in order to learn new language for that reason, 87% of the students answered in the affirmative way, and the other 13 % of the students answered in negative way.

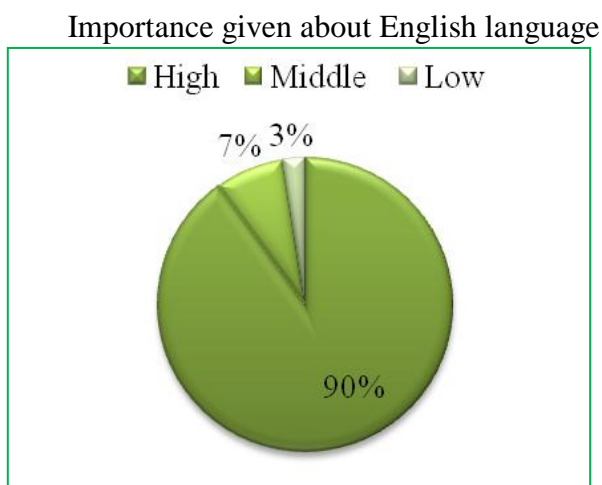
The percentage got through the students' survey; people can appreciate how important is to learn another language in this life; so nowadays is necessary to learn another one because it offers new opportunities and alternatives to interchange ideas in daily life in order to survive in the society world. No doubt to learn English language or another permits people to know different cultures that each country offers.

4. What importance do you give for English language?

Chart N°4

ITEMS	Frequency	f%
High	36	90%
Middle	3	7%
Low	1	3%
TOTAL	40	100%

Graphic N°4



Source: Ciclo Básico Abreviado; Pujilí
Elaborated by: Researchers group

As people can see in graphic, 90% of the total students gave a highest level of importance the English language, the other 7% of the students consider a middle importance of the English language; so that, the others students answered that the English language is not important; its means 3% in square.

The most of the students' answers mention that English language is vitally important to learn; for that reason the researcher group agrees with the students' answers because, nowadays the society has been changing every time and people need to find new alternatives to survive, but at the same time it is necessary to learn it; because of this language is spoken around the world so it permits to communicate each other as well as the English language is used in others fieldwork too.

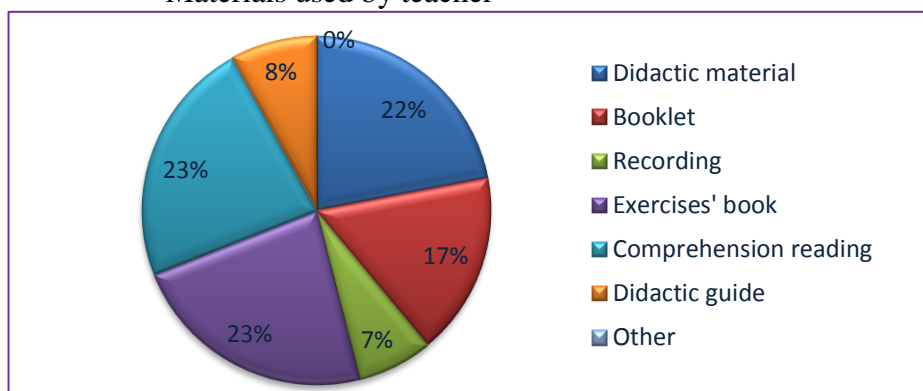
5. Which materials are used for your teacher?

Chart N°5

ITEMS	Frequency	Estimated	f%
Didactic Material	18	9	22%
Booklet	7	7	17%
Recording	12	3	7%
Exercise's Book	9	9	23%
Comprehension reading	18	9	23%
Didactic guide	24	3	8%
Other	0	0	0%
TOTAL		40	100%

Graphic N°5

Materials used by teacher



Source: Ciclo Básico Abreviado; Pujilí
Elaborated by: Researchers group

Considering about materials used by teacher, students express that, didactic material is used in 22% in the teaching learning process like this, 17% is used with booklet, in this manner the 7% hold recording, but 23% of the materials that is used which coincide with the exercises' book, by the way the comprehension reading correspond to 23% of the students; at last 8% the materials used by teacher is the didactic guide.

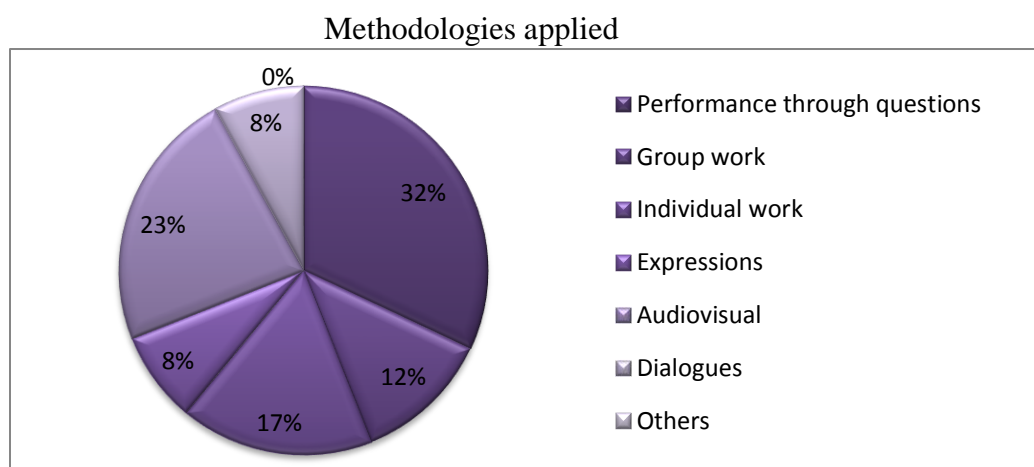
That is to say that the materials used by the teacher are vitally important because those play necessary roles in the educative process, in this way the materials used in class help to develop skills and abilities, it means, the materials are important tools in the teaching learning process. At most if the materials are not used the information is not clear.

6. Which methodologies are applied in your class?

Chart N°6

ITEMS	Frequency	Estimated	f%
Performance through questions	26	13	32%
Group work	20	5	12%
Individual work	28	7	17%
Expression	24	3	8%
Audiovisual	36	9	23%
Dialogues	24	3	8%
Others	0	0	0%
TOTAL		40	100%

Graphic N°6



Source: Ciclo Básico Abreviado; Pujilí

Elaborated by: Researchers group

Referring methodologies applied in class, 32% of the students answered that in their classes are used performance through question, but 12% closer to group work, by the way 17% of students mention about individual work; 8% of students say about expression, also 23% of students agree with audiovisual and the rest of students, 8% consider that the dialogues are used in it.

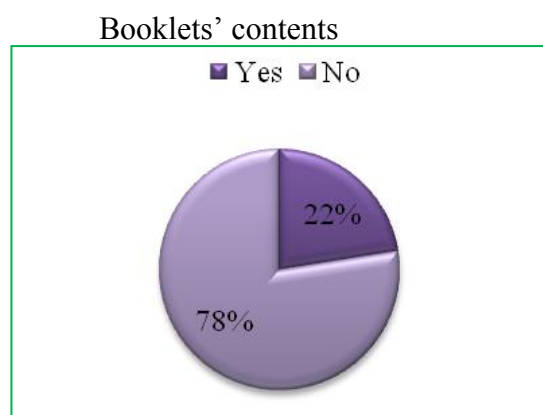
Methodologies that are used in class, no doubt performance through questions is the best methodology at most the audiovisual methodology overhung inside the teaching learning process; by all means the researcher group agrees that is necessary to know all methodologies in order to get an excellent result in education.

7. Do you think that the booklet's contents are according to your reality?

Chart N° 7

ITEMS	Frequency	f%
Yes	9	22%
No	31	78%
TOTAL	40	100%

Graphic N° 7



Source: Ciclo Básico Abreviado; Pujilí
Elaborated by: Researchers group

In this question about the booklet's contents of total students, 78% considered that the contents are not according to the students' necessities and 22% of the students express that the booklet has real contents.

Like the booklets' contents are not according to the students' reality that was the highest point of the students' polled; for that reason the researcher group has considered that the contents are vitally important in the booklet or book, because those help carrying on the teaching learning process, so by and by the education has been changing day by day, for instance the science force requires to treat the real themes in the students' educative life.

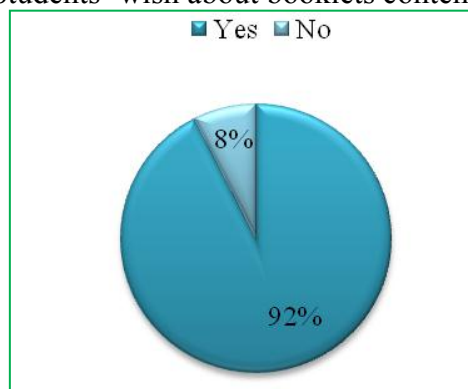
8. Would you like that the booklet's contents would be according to your reality?

Chart N° 8

ITEMS	Frequency	F%
Yes	37	92%
No	3	8%
TOTAL	40	100%

Graphic N° 8

Students' wish about booklets contents



Source: Ciclo Básico Abreviado; Pujilí

Elaborated by: Researchers group

Relating to the question 92% of the students want to use a real content, but the booklet is not taking account that in order to improve the education but, the rest of the students do not want to change the booklets' content.

About the survey applied the students considered like principal aspect the changing contents in the booklets because those would help the students' teaching learning process; in this case the researcher group believes as important part the educative process, the relationship between the students' reality and the booklets' content and with teachers too, so nowadays there are cases in which the reality is so far of the educative reach. The principal advantage of this is the increasing the students' knowledge.

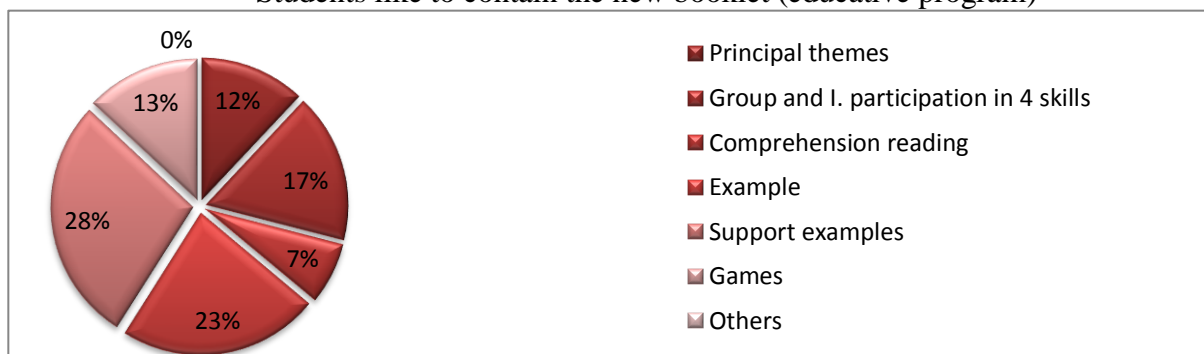
9. What activities would you like to contain the new booklet (educative program)?

Chart N° 9

ITEMS	Frequency	Approximation	F%
Principal themes	20	5	12%
Group and individual participation in 4 skills	28	7	17%
Comprehension reading	24	3	7%
Examples	36	9	23%
Support examples	22	11	28%
Games	20	5	13%
Others	0	0	0%
TOTAL		40	100%

Graphic N° 9

Students like to contain the new booklet (educative program)



Source: Ciclo Básico Abreviado; Pujilí
Elaborated by: Researchers group

According to this square is evident to differentiate the necessities that the students need; for that reason 12% of the student like containing principal themes, in this manner, 17% need other alternative like group and individual participation in 4 skills, like this 7% the student disagree to contain comprehension reading, once most 23% show the important that is examples, but 28% means how important is support examples, and 8% of the student want games.

The most of the students want to contain support examples in their booklets because those would help to learn and those would make easier the practice, by all means the students need to use more activities in order to increase their knowledge; by the way the researcher group thinks that examples are essential to teach something.

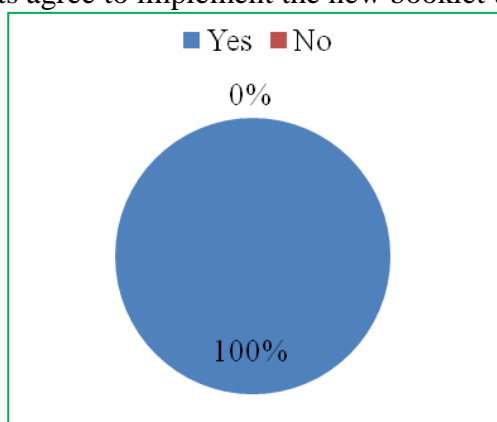
10. Do you agree to implement a new booklet (educative program)?

Chart N° 10

ITEMS	Frequency	F%
Yes	40	100%
No	0	0%
TOTAL	40	100%

Graphic N° 10

Students agree to implement the new booklet (educative program)



Source: Ciclo Básico Abreviado; Pujilí
Elaborated by: Researchers group

About the implementation of new educative program the total of student agree about, so that is to say 100%

The purpose of the question was to know if the students agree with the implementation of new educative program (booklet) whenever the contents are related with the students' reality by the way, the researcher group is able to elaborate and compile the new educative program so that, the educative program will permit develop the skills.

In which the planning plays an import role because, it permits to review and chose material and contents to treat in the teaching learning process. The booklet is an update educative program to help the students with troubles.

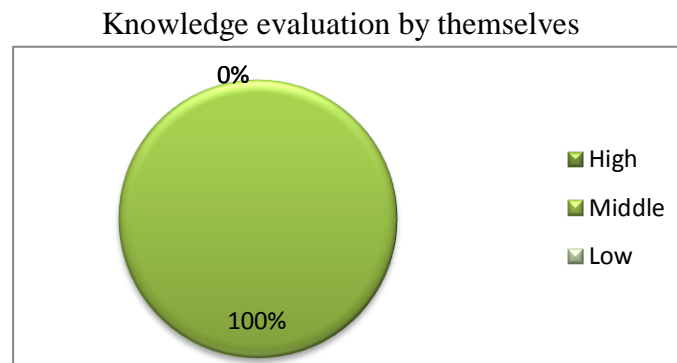
Survey applied to the teachers of “CBA” Pujilí

1. How are evaluating your knowledge by yourself about English Language?

Chart N° 1

Items	Frequency	F%
High	0	0%
Middle	2	100%
Low	0	0%
TOTAL	2	100%

Graphic N° 1



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

About the teachers' knowledge evaluation, the total of the teachers answered 100 % in middle position.

The total of the teachers' polled are set up in the middle way it would be because people who are working like English teacher have not studied the English like career or profession; but they have basic knowledge of it, but the researchers' point of view is, if they are not English teacher, they do not have vocabulary, methodologies, and the more import is process to teach another language.

2. ¿What is your appreciation about the skills' development in the Teaching learning process in English language?

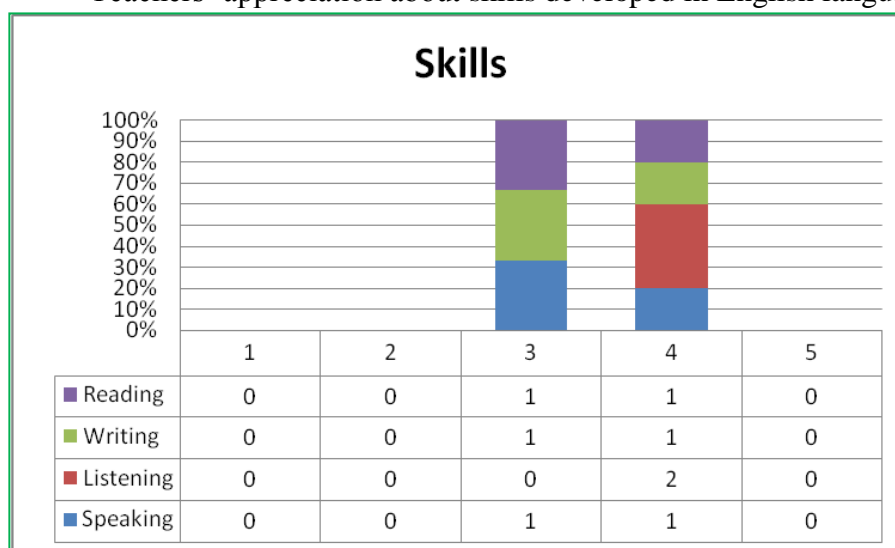
In the follow chart mark 1 as minimum and 5 as maximum

Chart N° 2

Skills	1	Frequency	2	Frequency	3	Frequency	4	Frequency	5	Frequency	TOTAL	TOTAL f
Speaking	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Listening	0	0%	0	0%	0	0%	2	100%	0	0%	2	100%
Writing	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Reading	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%

Graphic N°

Teachers' appreciation about skills developed in English language



Source: Teachers from the shortened basic level

Elaborated by: Researchers group

Referring to the question the total of the teachers says that their skills are not situated in highest level it means only in the three and four level 50%.

According to the graphic the teachers are not situated in highest level because they have not studied the English language like career. That is to say they have studied as sufficiency. But the researchers' opinion is, to teach something the professors need to have previous or elemental knowledge in any subject that is the first step in the teaching learning process.

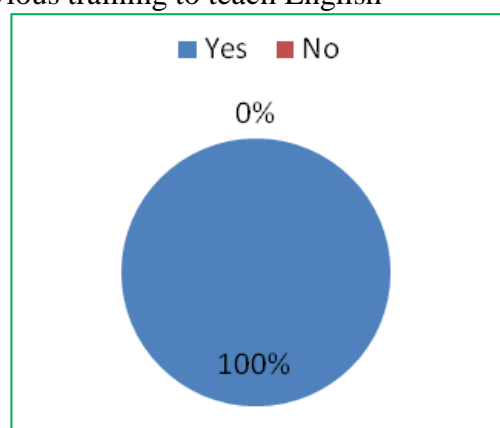
3. ¿Do you consider the previous training to teach the English subject?

Chart N° 3

ITEMS	Frequency	f %
Yes	2	100%
No	0	0%
TOTAL	2	100%

Graphic N° 3

Previous training to teach English



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

According to the square it means 100% of teachers consider necessary to previous training to teach the English subject to obtain good results.

The teacher`s polled exposed that previous training to teach English is important. By the way it is possible to be observe what indispensable is knows the different strategies and methodological that permit to professor prepares the class in the teaching learning process, so they use a lot forms to give the message or information, very long the teachers are in continues changing because the knowledge is varying that is to say the teachers should prepare before teaching.

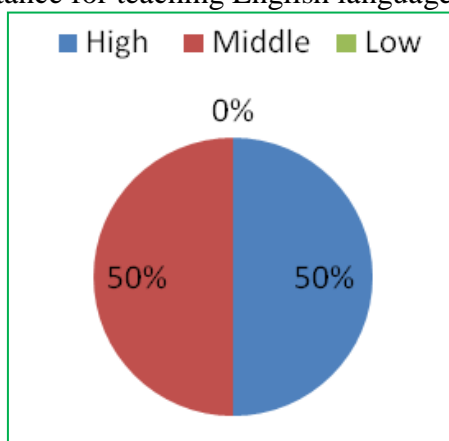
4. What importance do you consider for teaching learning process?

Chart N° 4

ITEMS	Frequency	f %
High	1	50%
Middle	1	50%
Low	0	0%
TOTAL	2	100%

Graphic N° 4

Importance for teaching English language



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

About this question the importance for the teaching learning process; 50% of the teachers consider the high option but the other 50% take a count the middle option.

About the percentage, researcher group agree with high importance about teaching and learning process that is to say, because the teaching learning process is the most important step in the education but another is situated in the middle way, all of these different points of view are depending to the teachers. At any rate the researcher group has considered in agreement with the teachers' polled.

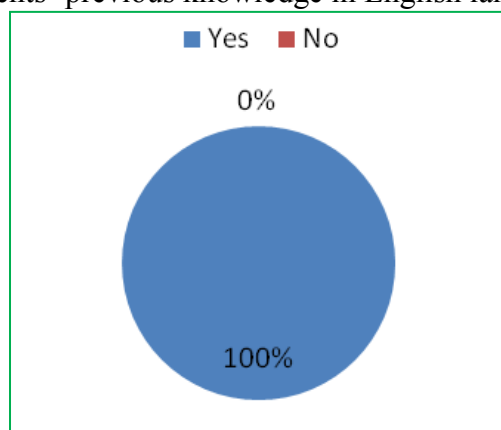
5. Do you consider the students' previous knowledge as important aspect in the English language?

Chart N° 5

ITEMS	Frequency	f %
Yes	2	100%
No	0	0%
TOTAL	2	100%

Graphic N° 5

Students' previous knowledge in English language



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

In this question about the students' previous knowledge as important aspect in the English language the 100% of teachers important the students' previous knowledge in learning another language.

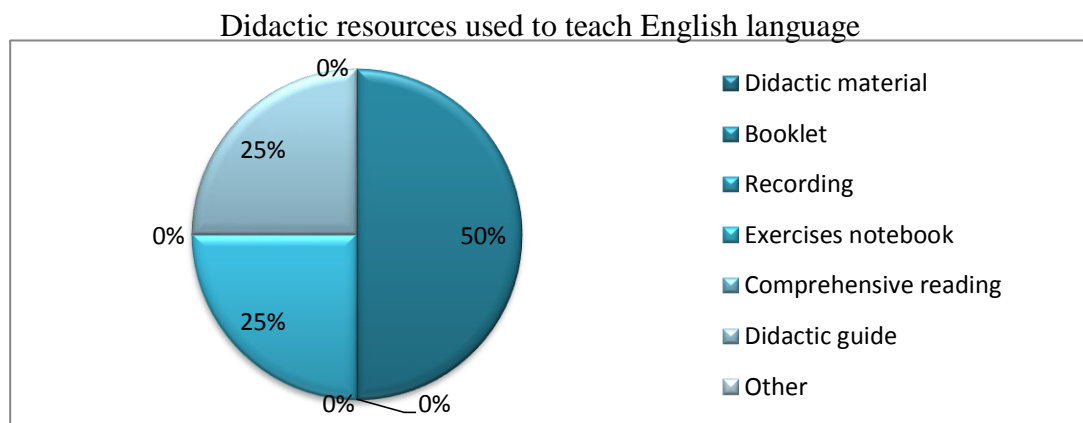
Thus far is considered one of the most important aspect in the educative process, at some rate the students have been obtained some information about the language, it permits students to achieve high levels of knowledge in English language, in this manner the knowledge plays an important role in the teaching learning process. So it permits to introduce the new language in their life that it will help in their future.

6. Which of the following didactic resources are the most used to teach the English language?

Chart N° 6

ITEMS	Frequency	F%	f %
Didactic material	4	1	50%
Booklet	0	0	0%
Recording	0	0	0%
Exercises notebook	2	0.5	25%
Comprehensive reading	0	0	0%
Didactic guide	2	0.5	25%
Other	0	0	0%
TOTAL		2	100%

Graphic N° 6



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

About the question 50% of the teachers express the didactic material but, the other 25% of the teachers say the exercises notebook and the other 25% of the teachers say didactic guide.

An eminent number of the teachers take account the didactic material as the most used so others says exercises notebook for instance the whole resources used in the teaching learning process are important because those permit to develop the classes' environment.

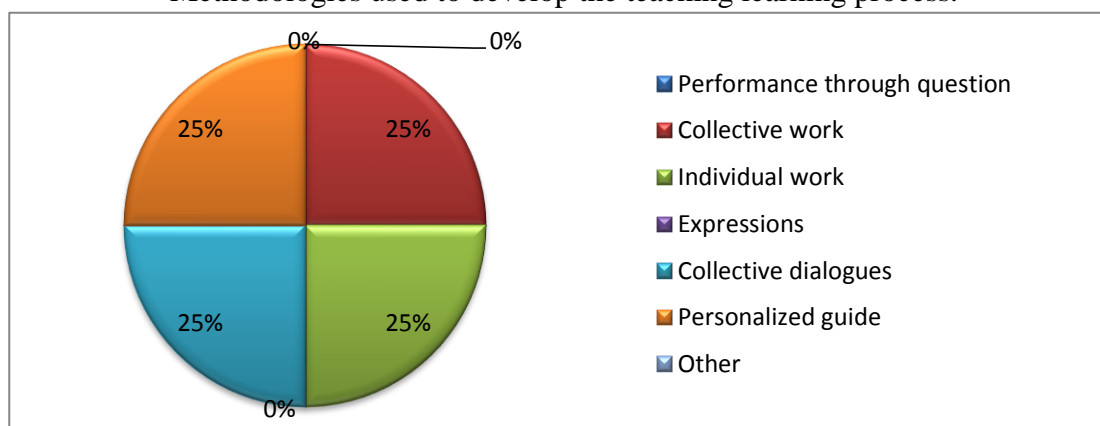
7. What methodology is used in order to develop the teaching learning process in the English language?

Chart N° 7

ITEMS	Frequency		f %
Performance through questions	0	0	0%
Collective work	2	0.5	25%
Individual work	2	0.5	25%
Expressions	0	0	0%
Collective dialogues	2	0.5	25%
Personalized guide	2	0.5	25%
Other	0	0	0%
TOTAL		2	100%

Graphic N° 7

Methodologies used to develop the teaching learning process.



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

Referring the methodology used in class; 25% of the teachers answered that in their classes are used collective work, so that 25% individual work, by the way the same percentage 25% of the teachers mention about Collective dialogues; and the rest of teacher; 25% say about personalized guide.

In this case there are four strategies that help the teachers to interchange their ideas and information to students, in this way the teaching learning process will be the best for the students since all methodologies are indispensable in the educative process.

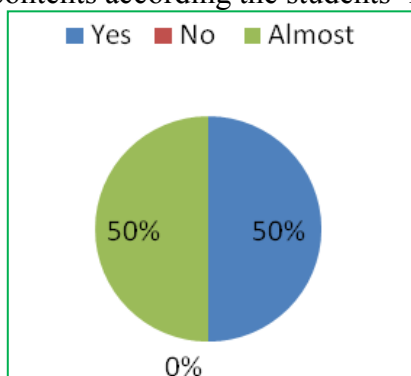
8. Do you believe that the contents of the didactic guide are according to the students' reality?

Chart N° 8

ITEMS	Frequency	f %
Yes	1	50%
No	0	0%
Almost	1	50%
TOTAL	2	100%

Graphic N° 8

Are the contents according the students' reality?



Source: Teachers from the shortened basic level

Elaborated by: Researchers group

The half of the teachers' polled that is to say, 50% says the booklet's contents are according to the students' reality but the other 50% of the teachers, say almost.

About the booklets' contents reality there are different points of view but their opinion have relation that is to say some book is going to be according to the reality because some student have the proper manner to learn or develop in specific field but, the researchers' opinion is the follow; there are possibilities to design any material that close students' reality.

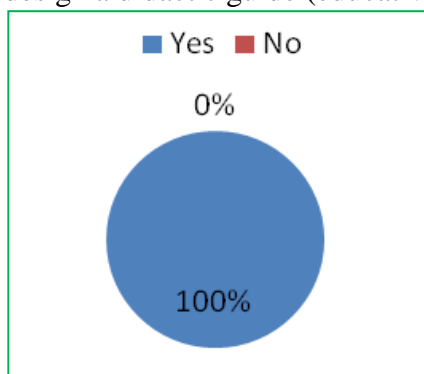
9. Did you consider necessary to design a didactic guide (educative program) for the English language teaching related to the students' reality?

Chart N° 9

ITEMS	Frequency	f %
Yes	2	100%
No	0	0%
TOTAL	2	100%

Graphic N° 9

Need to design a didactic guide (educative program)



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

100% of teacher consider necessary to design a didactic guide for the English language, it means that the total of teachers agree to implement the contexts.

It means that the booklet needs to implement with more information that permit to teachers and students develop the skills in the teaching learning process, in this manner the people in the educative process don't have problems to learn the language, at all time, the context is a necessary tool that agreement knows different information and cultural of another country in order to increase the knowledge about the language that is learned at the time.

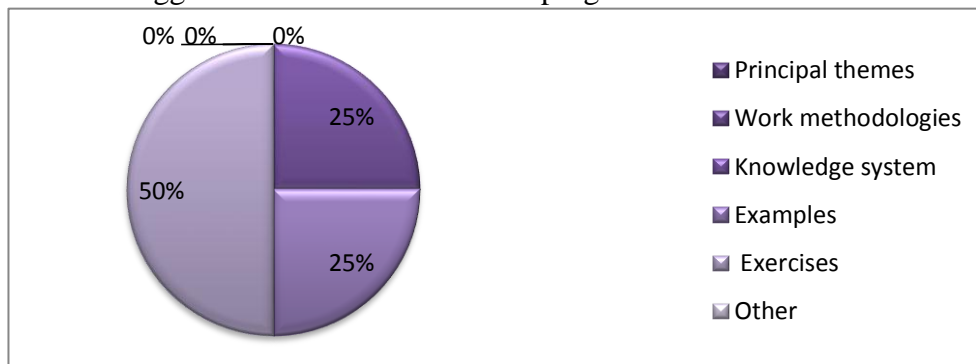
10. What suggestions do you give for the guide design (educative program) about:

Chart N° 10

ITEMS	Frequency	f%	f %
Principal themes	0	0	0%
Work methodologies	0	0	0%
Knowledge system	1	0.5	25%
Examples	1	0.5	25%
Exercises	2	1	50%
Other	0	0	0%
TOTAL	4	2	100%

Graphic N° 10

Suggestion about new educative program



Source: Teachers from the shortened basic level
Elaborated by: Researchers group

About suggestions the teachers' survey, 50% say the exercises is the important aspect but the other 25% of the teachers say the knowledge system is another aspect to take account and the rest 25% agree with the examples.

On this matter with this question the majority of the percentages express that the exercises are the most important to contain in the guide design (educative program), also the exercises permit the students' practices in English language in order to get a goal. By all means the researchers' group has considered including methodologies as many as possible.

CONCLUSIONS AND SUGGESTIONS

After interpreting the results which indicate diverse opinions as for designing an educational program, in this way it allows to have a general vision for researcher group, for thinking this implementation that will be fundamental in their educational and formative process of them, in WINARI program, and therefore the same one will be received in the mentioned program

CONCLUSIONS

- ❖ The skills development in English language are very important; so in “WINARI” program the researcher group observed the lack skills, that it to say there were students that were not situated in considerable level. Consequently, the researcher group considers adding more activities to cheer up the student’s skills development, at any rate the researchers have determined how important is to have a previous training to teach this language.
- ❖ Teaching learning process is an important step in education so in “WINARI” program too. In this way the teaching learning process permits to know different forms to guide the same process, meantime English language is one of the most spoken around the world. For that reason people need to take account how necessary is to learn another language that will permit us to cope easily in some part of the world.
- ❖ Didactic material offers some advantages in education, so nowadays in the educative process is advisable to use it. To get better results and good interaction between teachers and students with educative goals, the students will need to use methodologies offered by the educative program, by all means didactic materials need to be used in teaching learning process; also WINARI program students disagree with the booklet’s contents which are used currently.

SUGGESTIONS

- ❖ To motivate students in order to develop the Basic English language skills with the adequate uses of methodologies and activities, so those will offer new alternatives for teachers and students to develop the skills, also this permits them to get more information from the educative program.
- ❖ Including more activities for practicing, in order to improve the teaching learning process to understand English language, which will be essential to use in different activities in class, besides of that it is necessary teachers continuous training of educative process contents with practical examples that allow reinforcing the knowledge.
- ❖ To invite teachers and students to use the educative program with the unique propose, to improve the education, so with uses of educative program constantly, the students will develop they basic abilities; for the same reason that knowledge learned will help them, as elemental tool during the people`s live; beside to occupy more didactic material and to use the educative program in class by the teachers; in order to get objectives expressed during the educative period.

CHAPTER III

TO IMPLEMENT A BASIC ENGLISH ACADEMIC PROGRAM TO QUALIFY TEENAGER STUDENTS FROM 13 TO 17 YEARS OLD WITH DIFFERENT SOCIAL DIFFICULTIES TO “WIÑARI” “CBA” PROGRAM; LOCATED IN COTOPAXI PROVINCE, PUJILI CANTON; DURING THE PERIOD 2010 – 2011.

1. FOREWORD

The development and the implementation of educative innovations, causes a lot of changes around the world; so those represents a real challenge for people; for otherwise to get a relevant educative development is important to design a new clearly methodological way. In which will permit the students to face the changes process in the educative and social life.

2. INFORMATIVE DATA

INSTITUTION:	“WIÑARI” project
PROJECT LOCALIZATION:	Jose Maria Velasco Ibarra Av. And Niño de Isinche street.
STUDY OBJECT:	CBA “Ciclo Básico Acelerado”
CANTON:	Pujili – Urban area
RESPONSIBLE RESEARCHERS:	Cordova Hector and Pillajo Abel
BENEFICIARIES:	Students and teachers from “CBA” “WIÑARI” program Pujili

3. Justification

Usually, when the researchers have been looked the different problems in the educative process in the “WIÑARI” program; in special area like: English language. It was necessary to study the possible students’ problems in the learning new language in Pujilí parish.

According the students’ necessities, the researchers are going to increase the booklets’ contents, for that reason the following task is considered interesting, because the students’ progress will be better with the contents that are included in the booklet. In which contains new kind of methodology and strategies in order to face the school’s problem, as long as that the didactic resources will be created and used in the “WIÑARI” program class. For otherwise at all time, English language is considered as essential language around the world and occupy in business, science, technology and so on; by the way English academic program booklet plays an important role in the basic education and it is necessary to know and apply it.

Another reason is the education, for the reason that; it has been changing by meaningful process through the years. Consequently it needs practical utility, so referring this, the researchers have considered to increase a Basic English academic program; in accordance of the implementation of the booklet, the teaching learning process will be productive and indispensable with uses of daily activities.

It modernizes the educational system with using of English academic program booklet; also it will facilitate the teaching learning process and the interrelationship between teachers and students in order to reach their goals. So the learners understand the information, which permits to develop their knowledge.

Through this proposal the “WIÑARI” program will offer its students to enhance new knowledge in the English language, in order to guide the training period in the education, whom have the opportunities to increase the knowledge in the teaching learning process.

4. Objectives

General Objective

- ❖ To improve the learner's knowledge with the implementation of a basic educative program "booklet", with methodological rapprochement in the teaching learning process, through the classification of the easy contents treated in normal period in order to increase the basic students' skills in the CBA "WIÑARI" project from Puliji canton.

Specific Objectives

- ❖ To raise students' consciousness from CBA "Pujili" about basic educative program utility with propose to encourage expanding their basic skills.
- ❖ To determine understandable contents according to the students' necessity to obtain significant knowledge with active participation in educative process.
- ❖ To use the basic educative program in the teaching learning process constantly, reviewing different alternative that program offers in order to improve their knowledge.

5. Theoretical Basis

This project permits to identify the problem that students have in "CBA" WIÑARI program, also the researchers want to solve the problem with increasing contents that permit to learn the English language, so the researchers are providing information about English language and social and cultural reality of the world, in order to learners will develop their basic abilities and skills with the project, another important aspect is; the researcher group wants to resolve their problems about knowledge through the activities that will contain the project.

Theoretical

The theoretical foundation is the mind point in all researchers work for instance in this project too, because of the total work are presented by writing that constitutes fundamental structure of the contents, those contents come from key information that that helps to understand and do this project.

Scientific

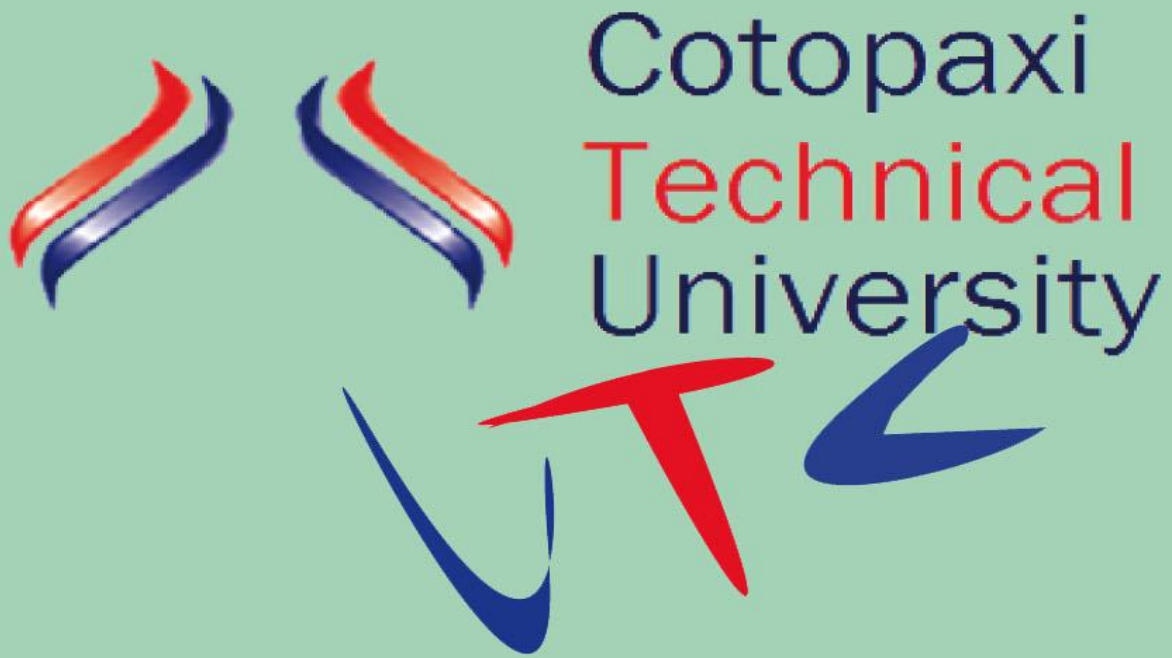
Currently the education is situated in high level, so it is related with people`s necessity, for that reason the researchers have considered to find out the essential information with the only aim to carry on the updates in the students; also the project contains easy and interesting contents; in fact the one will improve the students` knowledge.

Methodological

To create this project, the researchers include several methodological which ones are update, in order to make possible the teaching learning process, in the project must be combined teaching and learning activities during the class, in order to increase the student`s vocabulary; the contents, methods, techniques, methodologies and practice will help teachers to approach goals.

Psychological

The purpose of psychological foundation is to create a comfortable environment, in order to education becomes interactive, the researcher group is sure that project`s contents will be essential in the educative process. Also it permits to have a better relationship between teachers and students inside or outside the class.



ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH MAJOR

*Learn using the
"Basic English Academic Program"*

BEAP

AUTHORS

*Cordova Héctor
Pillajo Abel*

UTC - LATACUNGA - ECUADOR

2012



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“WIÑARI” PROJECT

1.

SUBJECT: English
 EDUCATIVE YEAR: 2011-2012
 SPACE: Pujilí
 TIME: 10 Months
 BENEFICIARIES: “Wiñari” students, teachers and parents.

2. *Transversal Axis*

Nº	Transversal axis
1	The interculturality
2	Forming democratize citizen
3	Environmental care.
4	Values' development
5	Personal care.

3. *Unit List*

UNIT AND CONTENTS		SCHEDULE		
UNITS NUMBER	TITTLE	weeks	PERIODS	TIME (hours / Week)
1	♣ My first trip	8	16	2
2	♣ Let's count	8	16	2
3	♣ People's look	8	16	2
4	♣ Around me	8	16	2
5	♣ What I learned?	8	16	2
TOTAL:		40 WEEKS	80 PERIODS	



ENGLISH DIDACTIC PLAN (YEARLY)

- **GENERAL INFORMATION:**

- ♣ **SCHOOL:** “WIÑARY” Program
- ♣ **SUBJECT:** Basic Academic English
 - ♣ **SCHOOL YEAR:** 2011-2012
 - ♣ **AGE:** 13 to 15 years old

- **GENERAL COMPETITION:**

Students can communicate through linguistic competition: listening, writing, speaking and Reading satisfactorily according to the students’ age, for getting a good result













































- **GENERAL OBJECTIVES ABOUT LINGÜÍSTIC COMPETITION:**

LISTENING: Students can process and understand spoken messages of which the complexity gradually increases about this skill.

READING: Students can process and understand written messages of which the complexity gradually increase about this skill

SPEAKING: Students can produce oral messages less complex than the receptive written and oral texts

WRITING: Students can produce written messages less complex than Reading and oral texts.

COMPETITION CONTENTS							EVALUATION
CONCEPTS				PROCEDURES		ATTITUDES	
UNITS /THEMES	GRAMMAR	VOCABULARY – CONTENTS	DEVELOP SKILLS	PERFORMANCE – STANDERS	RESOURCES		
Unit 1 My first trip	 Articles  To be Verb  Present continuous	 Professions  Alphabet  Greetings  Pronouns	LISTENING: To process and catch oral messages which will	 Greeting with classmates  Listen to specific information.  Confirm and share ideas.  Pronunciation improvement.  Taking notes	 Basic academic program	 Sharing information with others.  Expressing needs, feelings and ideas according their classmates.	TECHNIQUES  Workbook and notebooks exercises  Fieldwork  Independent learning tasks  Essays and projects  Library searches  Posters  Videos  Analytical reading  Brainstorming  Individual and
Unit 2 Let's count	 Simple present tense  Do – Does auxiliary  To be verb (past)	 Days  Months  Regular and irregular verbs  Numbers  Time expression  Family	increase the complexity gradually according this skill. READING: To process and catch written message which	 Following directions  Topic specific information  Filling crossword  Writing main maps  Completing texts  Asking and giving personal information.	 Audio – CD  Tape recorder	 Listening to others.  Checking their classmate's mistakes.	



Unit 3 People's look	<ul style="list-style-type: none"> Simple past Past continuous. 	<ul style="list-style-type: none"> Vocabulary (Clothes) What are they wearing? Colors Secondary colors Fruits and vegetables 	<p>increase the complexity gradually according this skill.</p> <p>SPEAKING:</p> <p>To produce and understand messages as a result for a good understanding by listening or reading</p>	<ul style="list-style-type: none"> Knowing touristic places. Giving opinions and ideas. Describing general vocabulary. Telling stories. Describing past events Making predictions. Using polite expressions. Willing to agree and disagree. Describing past events. Asking own meaning about new words. Asking for summaries about readings. Giving advices and suggestions. Describing body parts 	<ul style="list-style-type: none"> Work sheets Dictionaries Pictures Flash cards 	<ul style="list-style-type: none"> Accepting classmates' criticisms. Avoiding discrimination in class. Working in groups. Doing tasks with enthusiasm. Respecting when someone is speaking. Respecting others cultures. 	<p>group work</p> <ul style="list-style-type: none"> Visualization Role Play Expositions <p>INSTRUMENTS</p> <ul style="list-style-type: none"> Pictures Questionnaire Notebooks My notebooks
Unit 4 Around me	<ul style="list-style-type: none"> Future form (will) 	<ul style="list-style-type: none"> Vocabulary (Animals) My body Parts of the house Prepositions 	<p>accords this skill.</p> <p>WRITING:</p> <p>To produce and understand written</p>	<ul style="list-style-type: none"> Describing past events. Asking own meaning about new words. Asking for summaries about readings. Giving advices and suggestions. Describing body parts 	<ul style="list-style-type: none"> Flash cards 	<ul style="list-style-type: none"> Respecting when someone is speaking. Respecting others cultures. 	
Unit 5 What I learned?	<ul style="list-style-type: none"> Present progressive Present continuous vs. present simple Past simple vs. past simple 	<ul style="list-style-type: none"> Vocabulary (W-H questions) Reviewing tenses 	<p>messages as a result of a good understanding by listening, reading and speaking according this skill.</p>	<ul style="list-style-type: none"> Giving advices and suggestions. Describing body parts 			

General Director _____

Area Director _____

Teacher _____



4. *Linguistic competence*

Listening

Students can process and understand spoken messages of which the complexity gradually increases about this skill.

Reading

Students can process and understand written messages of which the complexity gradually increase about this skill

Speaking

Students can produce oral messages less complex than the receptive written and oral texts

Writing

Students can produce written messages less complex than Reading and oral texts.

5. *Contents*

UNIT ONE

✓ **My first trip**

Vocabulary (professions), alphabet, greetings, articles, pronouns, to be verb, present continuous and quiz

UNIT TWO

✓ **Let's count**

Vocabulary (days and months, regular, irregular verbs and family members), numbers, checking time, present tense, do – does auxiliary, to be verbs (past), my important notes and quiz.



UNIT THREE

✓ People's look

Vocabulary (clothes), what are they wearing?
Colors, secondary colors, fruits and vegetables,
reading (simple past), past simple, past
continuous, my important notes and quiz

UNIT FOUR

✓ Around me

Vocabulary (animals, my body, parts of the
house, prepositions), future form (will), my
important notes and quiz.

UNIT FIVE

✓ What I learned?

Vocabulary (w-h questions), reviewing tenses,
present progressive, chart present continuous
vs. present simple, past simple vs. past
continuous, my important notes and quiz.

6. Methodology

3.1. Methods:

- Expositive teaching method
- Verbal and visual practices
- Collaborative and cooperative
- Explicative and illustrative
- Communicative approach
- Investigative method
- Audio-lingual
- Discussion
- Comparative



3.2 Technics

- Workbook and notebooks exercises
- Fieldwork
- Independent learning tasks
- Essays and projects
- Library searches
- Posters
- Videos
- Analytical reading
- Brainstorming
- Role-play
- Individual and group work

7. *Teaching Resources*

4.1. Humans

- Teachers
- Students
- Administrative
- Parents
- Relatives
- Community

4.2. Materials

- Educative program
- Magazines
- Cd
- Dictionaries
- Flash cards

4.3. Budget

- Institutional budget
- Students budget



8. Evaluation System

5.1. Initial

- Diagnostic tests

5.2. Formative process

- Oral quizzes and tests, dialogues, presentations, written work class, paragraphs projects, extra activities, reading comprehension, study guide, oral and written lessons, self and co-evaluation.

5.3. Summative

- Unit quizzes: activities learned are evaluated for improving knowledge

9. EVALUATION INDICATORS

6.1. Listening

- Deducing meaning and uses of unfamiliar vocabulary through understanding words formation and contextual clues.
- Recognizing and understanding phonological words especially those new words.
- Understanding relationship about words.
- Identify the main points or important information in speaking.

6.2. Reading

- Basic references and information-finding skills examples: title, using contents pages, index, bibliography, chapter headings and summarize.
- Deducing meaning and use of unfamiliar lexical through understanding words formation and contextual clues.



- Understanding communicative function and conceptual meaning.

6.3. Speaking

- Pronouncing individual words in phrases or sentences.
- Producing spelling
- Speaking slowly and quickly.
- Using correct pronunciation about familiar words.
- Speaking in soft voice

6.4. Writing

- Expressing syntactic and morphological relationship at the sentences.
- Expressing relationship between parts of the writing.
- Using steps about writing.



Introduction

This guide was created with integrity and enthusiasm which includes several activities with key information for students of “Wiñari” project, so academic program is divided in several units which are supported by yearly plans and unit plans, which are specified with grammatical rules, vocabulary that will be treaded in class, concepts about skills that will be developed, several process to carry on the teaching learning process.

By the way some resources that is necessary to use in teaching learning process, some steps that students need to show during this educational process so. About evaluation there are specified some techniques and instruments that should be used in class.

Ready for Improving Languages Skill

Improving skills are necessary for human beings, so that, in languages it mean that educative program includes four basic skills that will be developed with it uses permanently, this is also a good opportunity to specify the main views and in order about skills.

Listening

The whole people claim that they would be to understand what people are saying in another language in this case English in different places or moments that people are. For that reason this educative program is considered as main



resources of listening by teacher's voice and researcher group voice too.

In addition, listening is good for students' pronunciation so, the more they hear the better their understanding will be, also the will be able at speaking.

Speaking

While it is true speaking offers students the opportunity make decisions, giving opinions about somebody or something. In fact this educative program provides chances to practice about real situations through contrasting their examples in class.

Writing

After applying listening and speaking students will be able from writing, at the same time it give students more thinking time so, this allows they more opportunity to process what they want to write. This is also a good and practical tool that helps students to work any known language.

Reading

The only parts that permits to be able to develop in any kind of language is to know four basic skills, so in here reading follows writing because if students are able to write they should be able to read and understand what they are writing, so there is no doubt that using this educative program students can practice and improve reading skill.

UNIT 1

MY FIRST TRIP

CONTENTS:

- 🍏 Vocabulary (Professions)
- 🍏 Alphabet
- 🍏 Greetings
- 🍏 Article
- 🍏 Pronouns
- 🍏 To be
- 🍏 Present continuous

Lexical: To greet, speak, listen, accent, associate, compare, built, combine, create, define, form, and improve, number, count, add, ask, answer, understand and know.



DIDACTIC UNIT PLAN

INFORMATIVE DATA:

INSTITUTION: “WIÑARI” project **AREA:** English **ACADEMIC YEAR:** 2012 – 2013
TIMES: 8 Weeks **PERIODS:** 16 **START DATE:** September, 10th 2012 **FINISH DATE:** November, 2nd 2012
MACRO SKILL: Listening, speaking, reading and writing.
OBJECTIVE: Students can exchange basic and personal information in order to form easygoing students through these unit contents.

DIDACTIC UNIT Nº 1	SKILLS DEVELOPMENT	PROCEDURAL STRATEGIES	RESOURCES	ESSENTIAL INDICATORS	EVALUATION
MY FIRST TRIP 🍏 Articles 🍏 To be Verb 🍏 Present continuous 🍏 Professions 🍏 Alphabet 🍏 Greetings 🍏 Pronouns	LISTENING: To process and catch oral messages which will increase the complexity gradually according this skill. READING: To process and catch written message which increase the complexity gradually according this skill. SPEAKING: To produce and understand messages as a result for a good understanding by listening or reading accords this skill. WRITING: To produce and understand written messages as a result of a good understanding by listening, reading and speaking according this skill.	🍏 Greeting with classmates 🍏 Listen to specific information. 🍏 Confirm and share ideas. 🍏 Pronunciation improvement. 🍏 Taking notes 🍏 Following directions 🍏 Topic specific information	🍏 Basic academic program 🍏 Audio – CD 🍏 Tape recorder 🍏 Work sheets 🍏 Dictionaries 🍏 Pictures	🍏 Sharing information with others. 🍏 Listening to others. 🍏 Checking their classmate's mistakes. 🍏 Accepting classmates' criticisms. 🍏 Deducing meaning and uses of unfamiliar vocabulary 🍏 Understanding words formation and contextual clues.	TECHNIQUES ♣️ Workbook and notebooks exercises ♣️ Fieldwork ♣️ Independent learning tasks ♣️ Analytical reading ♣️ Brainstorming ♣️ Individual and group work ♣️ Visualization ♣️ Role Play ♣️ Expositions INSTRUMENTS ♣️ Pictures ♣️ Questionnaire ♣️ Notebooks ♣️ My notebooks

General Director _____

Area Director _____

Teacher _____

VOCABULARY

PROFESSIONS



Bus driver



Taxi driver



Mechanic



Farmer



Carpenter



Cashier



Vet



Electrician



Miner



Security guard



Cook



Doctor



Policeman



Fireman



Nurse



Teacher



Engineer



soccer player



Painter



ALPHABET



LET'S LEARN THE ALPHABET

You will hear the letters pronunciation by your teacher.

A	B	C	D	E	F	G	H	I	J	K	L	M
(éi)	(bí)	(sí)	(dí)	(i)	(éf)	(lí)	(éich)	(ái)	(lléi)	(kéi)	(él)	(ém)

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
(én)	(óu)	(pí)	(kiú)	(ár)	(és)	(tí)	(yú)	(ví)	(dabliú)	(éks)	(way)	(zí)

LET'S PRACTICE

Now, repeat and complete the alphabet.





Read and practice the dialogue, then answer the question.

He: Hello. I'm David
She: Sorry?
He: D-a-v-i-d, and you?
He: What's your name?
She: I'm Caroline
He: excuse me?
He: Can you spell the name, please?
She: Sure. C-a-r-o-l-i-n-e
He: oh! Thanks. Nice to meet you
She: Nice to meet you too.
He: Come on let's go grammar classes.
She: Ok.



a. What is the man's name?

His name is _____.

b. What is the woman's name?

Her _____.

c. Where are they going?

They go to _____.



Write with your classmate a short dialogue and practice it.

A:

B:

A:

B:

A:

B:

A:

B:



Practice spelling names and write down.

1. _____

3. _____

2. _____

4. _____



Write your name and spell it.



GREETINGS

Use of greetings:

Those phrases are used to respect people in the greetings; people can find in formal and informal way.

Hello/Hi

Good-bye

See you later/See you

Good morning

Good afternoon

Good evening



Read and repeat the greetings. Then practice in front of the class.

Hello/Hi-



Good-bye-



See you later/See you.

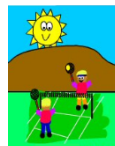




Good morning.



Good afternoon.



Good evening.



How are you?
I am fine.



ARTICLES

An article is a member of a small class of determiners that identify a noun's definite or indefinite.

Use **a** before consonant sound.

Use **an** before a vowel sounds.

The can be used before any kind of noun, count or non count, singular and plural.

INDEFINITE ARTICLE

A church

A university

An apple

An easy lesson

DEFINITE ARTICLE

The pencil

The pencils

The rice

The information



Examples: *A book*

An orange juice

The green car



Read the following text.

I have a foolish friend who is very careless with some money. He has a good paying job, but he does not have a bank count. He says he does not need one because he spends his salary right away. He gets a paycheck once a week. The money is always gone before week is over. I cannot tell you what he spends it on. And you know what? Neither he knows!

I saw an interesting play last night. The actors were excellent, and a set was beautiful. So there you liked a cake including frosting in it, the frosting a special ripe from the friends of my mother's. I made the cake and the frosting myself.

Little Peter does not like the school. He says the teachers are boring. He does not like doing the homework. He much prefers to watch the cartoons on TV. As the result, his teachers are not very happy with the way he performs in class. If he does not take the responsibility for doing the tasks, he may have to repeat the same grade next year.



Read again the text and circle the articles (a / an / the).



Complete the sentences using the articles (a - an - the).

- 🍏 I had ____ experience at school
- 🍏 The park is ____ place to play with family.
- 🍏 She was ____ very strict teacher.
- 🍏 I studied the lesson as ____ result I know for the test.
- 🍏 It was ____ easy quiz.
- 🍏 I heard ____ strange noise coming from the street.

PRONOUNS



Pronouns refer to or replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker or writer which are understood by the listener or reader. For example, "I want you to read this book."

SUBJECT	OBJECT	ADJECTIVE
---------	--------	-----------

I	Me	My
You	You	Your
He	Him	His
She	Her	Her
It	It	Its
We	Us	Our
They	Them	Their



Read the paragraph and answer the question bellow.

David's day

David and Charles are students. They go to school every day, they like it. They have some subjects during the morning. So David is exhausted when he finishes the class. When David goes back his house he is very busy in the afternoon.

David's mother works in the factory her name is Ruth, she said him that she needs a car on Wednesday and Thursday to go to see her little baby in the kinder garden. David is talking with his mother about his friend he said that Charles is an excellent student; and he always helps him in classes.



Read one more time the paragraph and underline the pronouns.

- ♣ How many pronouns contain the paragraph?
- ♣ How many people are in the story?
- ♣ Which days David's mother needs a car?
- ♣ Who is an excellent student?



LET'S PRACTICE THE PRONOUNS

SUBJECT PRONOUNS

Rewrite each sentence. Change the underlined word or words to a subject pronoun.

1. Carmen made dinner for the whole family.

2. The house needs a fresh coat of paint.

3. Carla and I had to leave early for school.

OBJECT PRONOUNS

Rewrite each sentence. Change the underline word or words to object pronouns.

1. Tyler played tag with Miguel and Ramon.

2. Mr. Cane went to the movies with Mrs. Carolina.

3. At the store, the cashier gave Belen some change.

POSSESSIVE ADJECTIVE

Rewrite each sentence. Change the underline word or words to possessive adjective.

1. Here is Carlos's teacher.

2. She goes to school with Maria's brother.

3. Was that Mary's phone ringing?



TO BE VERB



TO BE (Simple present)

I

You

He

She

It

We

You

They

Third person

Am

Is

Are

CONTRACTIONS

I am	=	I'm
You are	=	you're
He is	=	he's
She is	=	she's
It is	=	It's
We are	=	we're
You are	=	you're
They are	=	they're



FFIRMATIVE	NEGATIVE	QUESTION
I am a Teacher	I am not a Teacher	Am I a Teacher?
You are a student	You are not a student	Are you a student?
He is a Doctor	He is not a Doctor	Is he a Doctor?
She is an Engineer	She is not an Engineer	Is she an Engineer?
It is a dog	It is not a dog	Is it a dog?
We are boys	We are not boys	Are we boys?



Read the conversation between two students.

A: Hello John. Are you a teacher?

B: Yes, I am Peter, now I work in that school. But what about you, are you a doctor?

A: No, I am not yet. Actually I'm study at University

B: Did you remember our classmate from the school?

A: Yes I remember, so Charles is an engineer. Right!

B: I don't know but he was study a difficult subject last week.

A: Sure? Yes I'm sure; but today we are best friend ok.

B: Yes, Oh my bus is coming. See you another day.

A: Ok. Have a good day. Bye

B: Good bye.



Practice the conversation with tour fried.

Answer the questions: *True* or *False*.

- ☐ Is John a teacher? ----
- ☐ Are friends Peter and John? ----
- ☐ Is Charles an engineer? ----



“TO BE” VERB STRUCTURES

(+) AFFIRMATIVE

Subject + to be (am/is/are) + complement +.

Examples: *I am a student.*

He is a teacher.

We are friends.



Complete the sentences using the correct auxiliary (am/is/are)

- ♣ I ___ a doctor.
- ♣ You ___ at University.
- ♣ We ___ students from “CBA” Pujili.
- ♣ They ___ a teachers.
- ♣ She ___ a nurse.

(-) NEGATIVE

Subject + to be (am/is/are) + Not + complement +.

Examples: *I am not a student.*

He is not a seller.

We are not dentists.



Translate the sentences from affirmative into negative.

- ♣ I am **not** a doctor.
- ♣ _____
- ♣ _____
- ♣ _____
- ♣ _____

(?) QUESTION

To be (am/is/are) + subject + complement +?

Examples: *Am I an engineer?*

Is she a nurse?

Are we painters?



Look the structure and complete the sentences to do questions use (Am – Is – Are - ?):

- ♣ ____ she a cashier?
- ♣ ____ he a policeman?
- ♣ ____ they students__
- ♣ ____ they fireman?
- ♣ ____ I a teacher?

Let's practice



Read and practice the dialogue

Michael: Hi, my name is Michael Ota.

Jennifer: I'm Jennifer Miller.

Michael: It's nice to meet you, Jennifer.

Jennifer: Nice to meet you, too.

Michael: I'm sorry.

What is your last name again?

Jennifer: It's Miller.



Complete the dialogue using your personal information

A: Hello my name is _____, and you?

B: I am _____

A: _____

Complete the sentences using the words in the box.

am ('m)	is ('s)	are ('re)
am not ('m not)	is not ('s not)	are not ('re not)

1. Charles' new bicycle blue
2. A. Are these your books?
B. No, they
3. My children 8 and 6 years old.
4. I interested in baseball. I think it's boring.
5. We can walk to the drugstore. It far.
6. A: Are you a miner?
B: Yes, I
7. A:those bird from Latacunga?
B: the blue one, but the yellow one.....
8. When your birthday?
9. Luis and Rose at work today because it is a holiday.
10. Youwrong. 6 by 6 is 36, not 42.
11.this is the right bus for the city center?
12. A: Wheremy shoes?
B: In Mary's bedroom.



PRESENT CONTINUOUS

Use: Present continuous tense form adding **-ing** to the base verb. But sometimes we have to change the word a little. Perhaps we double the last letter, or we drop a letter; also it is used to describe actions that are happening at the moment (NOW).

STRUCTURE		
AFFIRMATIVE	NEGATIVE	QUESTION
Subject + be + base form + ing + complement.	Subject + be + not + base form + ing + complement.	Be + subject + base form + ing + complement +?
She is speaking on the phone	She is not speaking on the phone	Is she speaking on the phone?
I am reading a book.	I am not reading a book.	Am I reading a book?



Read the article

Preschool Clothes Record



When preparing a Halloween get together it is a lot of enjoyable to strategy a topic social gathering. Not only can you program your costumes and decorations effortlessly, but you can also use the topic to decide on invitations and assist your friends choose their costumes too. Of course, the topic of a celebration depends on the age of the visitors. Here are some ideas for company of all age.

For children elementary age and more youthful, the least complicated point to do is to have a party that will most likely permit them to wear the costume they had been organizing on all along. These could incorporate a Sesame Road Monster Celebration.

EXERCISES



Write the main idea about the topic?

Write a short summary about the topic?

RULES TO USE PRESENT CONTINUOUS / PROGRESSIVE.

Basic rule	Just add -ing to the base verb:		
	Work	>	working
	Play	>	playing
	Assist	>	assisting
	See	>	seeing
	Be	>	being
Exception 1	If the base verb ends in consonant + stressed vowel + consonant , double the last letter:		
	s	t	o
		consonant	stressed vowel
			p
			consonant
	(vowels = a, e, i, o, u)		
	St <u>o</u> p	>	stopping
Exception 2	R <u>u</u> n	>	running
	Be <u>g</u> in	>	beginning
	Note that this exception does not apply when the last syllable of the base verb is not stressed:		
	<u>O</u> pen	>	opening
Exception 3	If the base verb ends in vowel + consonant + e , omit the e :		
	Come	>	coming
	Mistake	>	mistaking



Read and listen to your classmates the dialogue, then writes a short conversation using other verbs.

On the telephone

Tracy: Hello, can I speak to Alex.
Alex: This is Alex, who is speaking?
Tracy: Hi, this is Tracy.
Alex: Hi Tracy. What are you doing?
Tracy: Oh, I'm just watching TV. What are you doing?
Alex: Well, I'm cooking dinner.
Tracy: What are you cooking?
Alex: I'm baking some potatoes, boiling some carrots and grilling a steak.
Tracy: It sounds delicious.
Alex: What are you doing for dinner tonight?
Tracy: Well, I don't have any plans...
Alex: Would you like to come over for dinner?
Tracy: Oh, I'd love to. Thanks.
Alex: Great. Mary and Jack are also coming. They are arriving at seven.
Tracy: OK, I'll be there at seven, too.
Alex: OK, see you then. Bye.
Tracy: Bye.

EXCERCISES



Complete the sentences using the structure of present continuous.

- She _____ fresh fruit. (eat)
- I _____ with my friends in the party. (not, dance)
- _____ they _____ English very well? (speak)



- _____
- _____
- _____
- _____
- _____

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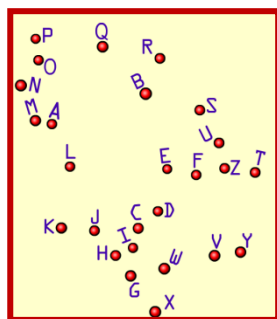
QUIZ

1. Write four professions, which are practiced with your friends.

2. Write the correct article (*a / an / the*) in the following nouns.

- tree
- apple
- University
- book

3. Saying aloud the alphabet join the letters in the box and find the hidden drawing.



What is the animal?

4. Match the greetings with the correct picture.

Good-bye-



Good morning.



Good afternoon.



Good evening.





5. Let's analyze to use the pronouns.

Read the sentences and....

- Circle **O** the subject pronouns
- Underline the object pronouns
- Cross **X** the possessive adjective

SENTENCES

- She went to the store with Angela.
- When the sun comes up, he leaves for work.
- My father rented a movie for my brother and me to watch tonight.
- Do you want to go to the party with them?
- I enjoyed seeing them on the playground.
- Have you hung the painting on the wall yet?
- He and his sister got a new puppy.
- Was that her phone ringing?
- Let's go for a ride in his car.
- We played with our friend, after to finish homework.

6. Look at the pictures and fill the blanks with (is / is not / are / are not)



- John ____ a policeman. He ____ a ghost
- Peter and Alan ____ vampires. They ____ superheroes
- Sally ____ a witch. She ____ an angel
- Fred ____ a ghost and Mike ____ a cowboy
- Pat ____ a fairy. She ____ an angel
- They ____ using a normal clothes. They ____ all using costumes

How do you spell it? Write these verbs in continuous form (-ing) in the correct list.

help	put	decide	die	swim	listen	have	forget	write
arrive	play	begin	start	come	stop	win	work	laugh
live	lie	wear	tie	cry	dance	dig	make	rob

+ -ing
helping

t → tt, p → pp, etc.
putting

e → ing
deciding

ie → ying
dying



UNIT 2



CONTENTS:

- 🍏 Vocabulary (Days and months)
- 🍏 Family members
- 🍏 Numbers
- 🍏 Time expression
- 🍏 Present simple
- 🍏 Past to be verb

Lexical: To learn, have, live, count, select, speak, identify, think, wake up, get up, sleep and exchange.



DIDACTIC UNIT PLAN

INFORMATIVE DATA:

INSTITUTION: “WIÑARI” project

TIMES: 8 Weeks **PERIODS:** 16

MACRO SKILL: Reading, Listening, Writing, Speaking

OBJECTIVE: Students can develop the student’s skills, in order to increase the abilities and creative in simple present tense for understand and using in sentences and conversation.

AREA: English

START DATE: November 05th, 2012

ACADEMIC YEAR: 2012 – 2013

FINISH DATE: December 28th, 2012

DIDACTIC UNIT N° 2	SKILLS DEVELOPMENT	PROCEDURAL STRATEGIES	RESOURCES	ESSENTIAL INDICATORS	EVALUATION
LET’S COUNT 🍏 Simple present tense 🍏 Do – Does auxiliary 🍏 To be verb (past) 🍏 Days 🍏 Months 🍏 Regular and irregular verbs 🍏 Numbers 🍏 Time expression 🍏 Family	LISTENING: To process and catch oral messages which will increase the complexity gradually according this skill. READING: To process and catch written message which increase the complexity gradually according this skill. SPEAKING: To produce and understand messages as a result for a good understanding by listening or reading accords this skill. WRITING: To produce and understand written messages as a result of a good understanding by listening, reading and speaking according this skill.	🍏 Listen to specific information. 🍏 Confirm and share ideas. 🍏 Pronunciation improvement. 🍏 Taking notes 🍏 Filling crossword 🍏 Writing main maps Completing texts 🍏 Using polite expressions. 🍏 Asking own meaning about new words. 🍏 Asking for summaries about readings.	🍏 Basic academic program 🍏 Audio – CD 🍏 Tape recorder 🍏 Work sheets 🍏 Dictionaries 🍏 Pictures	🍏 Sharing information with others. 🍏 Listening to others. 🍏 Working in groups. 🍏 Doing tasks with enthusiasm. 🍏 Respecting when someone is speaking.	TECHNIQUES ♣️ Workbook and notebooks exercises ♣️ Fieldwork ♣️ Independent learning tasks ♣️ Analytical reading ♣️ Brainstorming ♣️ Individual and group work ♣️ Visualization ♣️ Role Play ♣️ Expositions INSTRUMENTS ♣️ Pictures ♣️ Questionnaire ♣️ Notebooks ♣️ My notebooks

General Director _____

Area Director _____

Teacher _____

VOCABULARY

LISTEN THE DAYS OF THE WEEK



LISTEN THE MONTHS OF THE



REGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE	MEANING
Achieve	Achieved	Achieved	Ejecutar, realizar
Add	Added	Added	Sumar, añadir
Agree	Agreed	Agreed	Estar de acuerdo
Analyze	Analyzed	Analyzed	Analizar
Approve	Approved	Approved	Aprobar, confirmar
Arrive	Arrived	Arrived	Arribar, llegar
Associate	Associated	Associated	Asociar, juntar
Avoid	Avoided	Avoided	Evitar
Borrow	Borrow	Borrow	Pedir prestado
Call	Called	Called	Llamar
Carry	Carried	Carried	Llevar
Close	Closed	Closed	Cerrar
Complete	Completed	Completed	Completar
Control	Controlled	Controlled	Controlar
Cover	Covered	Covered	Cubrir
Change	Changed	Changed	Cambiar
Design	Designed	Designed	Designar
Determine	Determined	Determined	Determinar
Die	Died	Died	Morir
Direct	Directed	Directed	Dirigir
Discuss	Discussed	Discussed	Comentar, discutir
Divide	Divided	Divided	Dividir
Effect	Effected	Effected	Efectuar
End	Ended	Ended	Concluir, terminar
Evaluate	Evaluated	Evaluated	Evaluar
Exist	Existed	Existed	Existir
Finish	Finished	Finished	Finalizar, terminar
Follow	Followed	Followed	Seguir
Identify	Identified	Identified	Identificar
Improve	Improved	Improved	Mejorar
Include	Included	Included	Incluir
Increase	Increased	Increased	Aumentar
Indicate	Indicated	Indicated	Indicar
Inform	Informed	Informed	Informar
Introduce	Introduced	Introduced	Introducir
Investigate	Investigated	Investigated	Investigar
Petition	Petitioned	Petitioned	Suplicar rogar
Practice	Practiced	Practiced	Practicar
Prefer	Preferred	Preferred	Preferir
Share	Shared	Shared	Repetir
Save	Saved	Saved	Ahorrar, salvar
Use	Used	Used	Usar
Study	Studied	Studied	Estudiar
Watch	Watched	Watched	Vigilar observar
Work	Worked	Worked	Trabajar

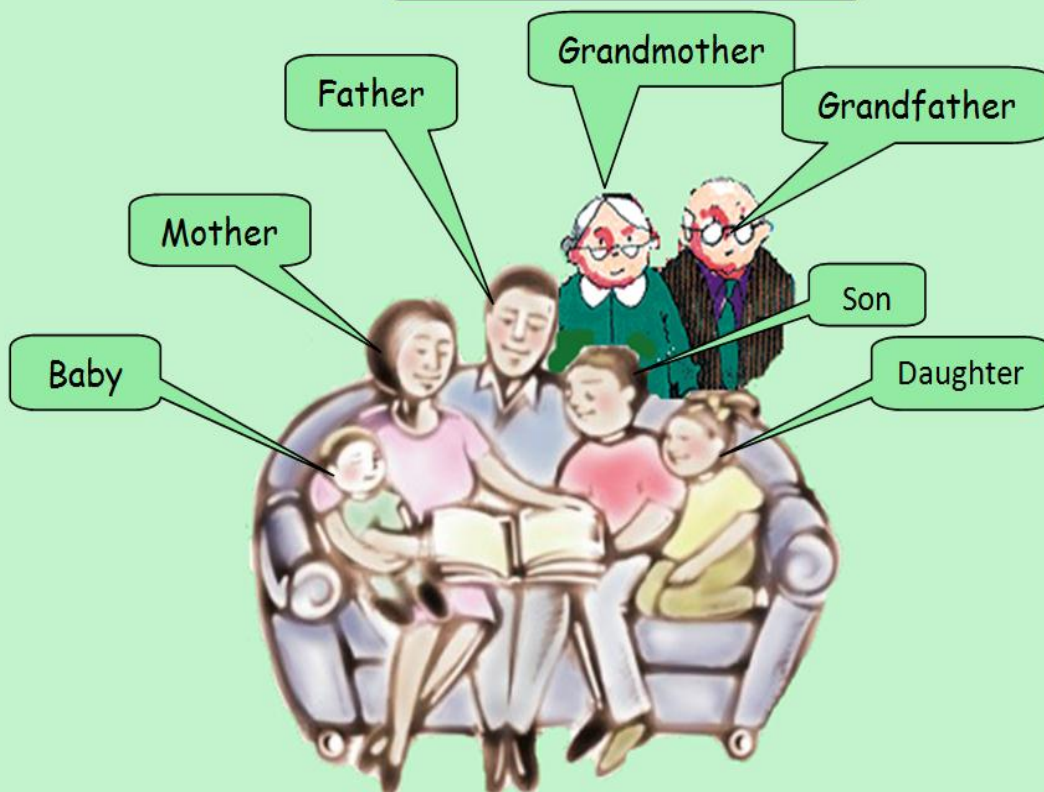
VOCABULARY

IRREGULAR VERBS

+

Present	Past	Past Participle
Be	was, were	Been
Become	Became	Become
Begin	Began	Begun
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Buy	Bought	Bought
Catch	Caught	Caught
Choose	Chose	Chosen
Come	Came	Come
Cut	Cut	Cut
Do	Did	Done
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fly	Flew	Flown
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Get	Got	Gotten
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Have	Had	Had
Keep	Kept	Kept
Know	Knew	Known
Leave	Left	Left
Let	Let	Let
Lie	Lay	Lain
Lose	Lost	Lost
Make	Made	Made
Meet	Met	Met
Pay	Paid	Paid
Read	Read	Read
Ride	Rode	Ridden
Run	Ran	Run
Say	Said	Said
see	saw	seen

sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	Written



THE PLURAL NOUNS

RULES	SINGULAR	PLURAL
1. Usually add s to form plural.	Lamp	Lamps
	Book	Books
	House	Houses
	Flower	Flowers
2. Add es to the nouns ending in <i>ch - o - s - sh - x - z</i>	Church	churches
	Potato	Potatoes
	Bus	Buses
	Brush	Brushes
	Box	Boxes
3. Add ies when the nouns end in <i>y</i> proceeds by a consonant; change <i>y</i> by ies .	Buzz	Buzzes
	Baby	Babies
	City	Cities
	Country	Countries
4. Nouns ending in <i>y</i> but precedes by <u>vowel</u> add only s	Fly	flies
	Day	Days
5. Nouns ending in f or fe change by v and add s	Toy	Toys
	Thief	Thieves
	Wolf	Wolves
	Wife	Wives
6. Irregular nouns that are different from singular to plural.	Knife	knives
	Man	Men
	Foot	Feet
	Child	Children
	Tooth	Teeth



NUMBERS



You will hear the numbers pronunciation by your teacher, twice.

Number	Writing
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten
11	Eleven
12	Twelve
13	Thirteen
14	Fourteen
15	Fifteen
16	Sixteen
17	Seventeen
18	Eighteen
19	Nineteen
20	Twenty

Number	Writing
21	Twenty one
22	Twenty two
30	Thirty
31	Thirty one
40	Forty
50	Fifty
60	Sixty
70	Seventy
80	Eighty
90	Ninety
100	One hundred
101	One hundred one
110	One hundred ten
200	Two hundred
1000	One thousand
1001	One thousand one
1100	One thousand one hundred
1000000	One million

Listen to your teacher and complete numbers that you hear.
Write the numbers and numbers name.

--- --- --- ---
 ----- ----- ----- -----



Read the dialogue and answer the questions:

Alan: Hello Amanda

Amanda: Alan, I don't have your address

Alan: oh! I'm sorry write please. I'm staying in the 23-8 new avenue, flat N° 81-5.

Alan: and.... what is your telephone number?

Amanda: My phone number is 084022670

Alan: Thanks. I'll call you, Ok?

Amanda: Ok. Good bye



With your partner practice the dialogue.



Now answer the questions.

What is the Alan flat's number?

What is the Amanda's phone number?

Let's play using numbers



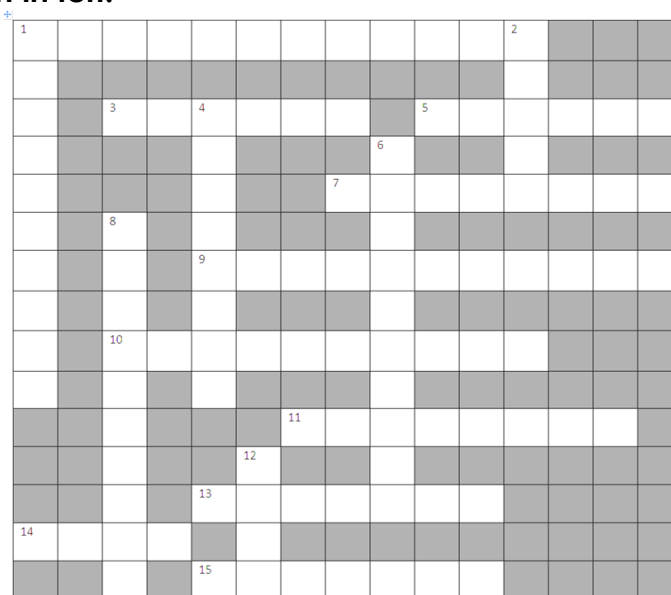
Complete the crossword. You need to write the numbers name shown in left.

Across

- 1) **33**
- 3) **90**
- 5) **80**
- 7) **18**
- 9) **24**
- 10) **22**
- 11) **13**
- 13) **15**
- 14) **4**
- 15) **70**

Down

- 1) **32**
- 2) **8**
- 4) **19**
- 6) **55**
- 8) **44**
- 9) **40**
- 12) **5**





Checking time



What time is it?

It is nine and five (9:05)

Expressions of Time

Use: Time is extremely important in our life; it helps us structure our daily lives and activities, so that we can live more organized, productive lives.



Use the expression **(What time is it?)** to ask the time.



*It is twelve thirty
12:30
Or
Half past twelve*



*It is seven fifty nine
07:59*



*It is ten fifty four
10:54*



*Twelve o'clock
12:00*



*12:15 Twelve
fifteen
or*



*12:45 Twelve forty-five
or
Quarter to one*



Read and practice the dialogue:

A: Did you have conversation classes today?

B: Yes, I have at Quarter to Eight and what about your classes?

A: I have grammar classes from Nine Fifteen to Eleven thirty.

B: There's an important event tonight.

A: At what time?

B: Seven o'clock, see you there Ok?

A: Ok, see you later, Bye

Let's Practice With Time



Look at and write the correct time in the box.





Look and write Yes or No

A) *It's twelve o'clock.* -----

B) *It's five o'clock.* -----

C) *It's eight o'clock.* -----



PRESENT TENSE

Concept:

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do

Use:

The form of the present simple verb only changes after the third person (**He, She, And It**), when we add **-s** to the base form (**-es** after o,s, ch, and x; **-ies** when the base form ends in -y)

Example

- 🍏 I read a romantic book. He reads a romantic book.
- 🍏 We watch TV in the morning She watches TV in the morning
- 🍏 They carry some fruits It carries some fruits

EXERCISE



Complete the exercise using the correct verb.

1. I _____ to Atacames Beach. (go/goes)
2. She _____ dinner with her Mother. (cooks/cook)
3. He _____ play soccer in the stadium. (like/likes)
4. We _____ fruit and vegetables. (eat/ eats)
5. You _____ a letter for Christmas. (writes/write)



Read the article then answer the questions.



Simon lives in a department in a large city. He does not have any pets. He has one sister. His sister is called Louse and she works in a hospital. Simon`s department has four bedrooms, a large kitchen, a small living room and a bathroom. Simon does not have a garden but he has a balcony.

Simon`s cousin is called Petra and she lives in a large house in the country. She has a brother called Michel. Michel is a student at UBA University in Buenos Aires. Michel lives in Argentina. Petra has two cats and a dog. Her parent`s house has four bedrooms a living room, a dining room, a kitchen and two bathrooms. It is a large garden outside.



Circle the correct answer.

1. - Simon lives:

- ☐ In a city
- ☐ In the country
- ☐ By the sea

2. - Simon has:

- ☐ Two dogs
- ☐ One cat
- ☐ No pets at all

3. - His sister works:

- ☐ In a bank
- ☐ In a Hospital
- ☐ At Home

4. - In Simon`s house he has:

- ☐ A balcony
- ☐ A garden and balcony
- ☐ A garden

5. - Simon`s cousin lives:

- ☐ In a big House
- ☐ In an apartment
- ☐ In a small cottage



DO-DOES (AUXILIARY)

You can use an auxiliary verb (without the rest of the sentence) when you don't want to repeat something:

Key words

Does is only used for the third person singular verbs in the present time.

Do is used for all other persons

Do and does are used in two ways; the first is used negative answer and the second one is used in question.

Personal pronoun	Do-does auxiliary
I	DO
YOU	DO
HE	DOES
SHE	DOES
IT	DOES
WE	DO
YOU	DO
THEY	DO

Negative sentences:

Structure:

Subject + do-does (Aux) + verb + complement.

You must not negate a full verb in English. Always use the auxiliary **do** for negations.

Subject	Do-Does (Auxiliary)	Verb	Complement
I		Like	Play soccer.
My friend		Likes	Play soccer
I	Do not	Like	Play soccer.
My friend	Does not	Like	Play soccer



EXERCISES



Complete the sentences using auxiliary (do-does).

- 1) I ____ not like reggaeton music.
- 2) She ____ not dance in the party.
- 3) We ____ not sing in the discotheque.
- 4) He ____ not sing a pop song.

QUESTIONS USING DO-DOES

Structure

Do-does (auxiliary) + Personal pronoun + Verb + complement + ?

Do-Does (Auxiliary)	Personal Pronoun	Verb	Complement	?	Affirmative answer	Negative answers
Does	He	Like	Play soccer.	?	Yes, He does.	No, He does not
Do	You	Like	Play soccer	?	Yes, I do	No, I do not
Do	We	Like	Play soccer.	?	Yes, We do	No, We do not
Does	She	Like	Play soccer	?	Yes, She does	No, She does not



Answer this question in positive and negative.

Do you play football?

2. Does he play football?

3. Do you cook with your Mother?



TO BE VERB (PAST)

This tense helps us to speak about personal events, in which answers are close so in present too.

Apply the same rules as present but be careful with the auxiliary.

SUBJECT

AUXILIARY

I

You

He

She

It

We

You

They

Third person

Wa

Were

CONTRACTIONS

I was	=	I was
You were	=	you're
He was	=	he's
She was	=	she's
It was	=	It's
We were	=	we're
You were	=	you're
They were	=	they're

Complete the sentences with past of TO BE verb

- 1 Liz worked very late last night.
- 2 Jack lost his job yesterday.
- 3 We laughed a lot at last night's film.
- 4 Joe and Sam fell into the river yesterday.
- 5 Yesterday was a beautiful day.
- 6 We saw a horror film last Saturday.
- 7 David and Sue didn't have anything to eat yesterday.
- 8 I had a wonderful holiday last year.

She was tired.

..... angry.
 very funny.
 wet and cold.
 sunny.
 really frightened.
 hungry.
 happy.



MY IMPORTANT NOTES

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small gaps between them. There are no margins, text, or other markings on the page.

QUIZ



1. Look at the calendar and circle the correct day

For example

Today is Tuesday.

What day comes tomorrow?

AUGUST 2011						
SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Wednesday

Thursday

Today is Friday.

What day comes tomorrow?

AUGUST 2011						
SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sunday

Saturday

Today is Sunday

What day comes tomorrow?

What day comes tomorrow?

AUGUST 2011						
SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Friday

Monday

Today is Wednesday.

What day comes tomorrow?

AUGUST 2011						
SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Saturday

Thursday

2. Write the numbers as words into the lines.

20 _____ 12 _____

13 _____ 5 _____

1 _____ 60 _____

30 _____ 100 _____

75 _____ 40 _____

11 _____ 86 _____

28 _____ 93 _____

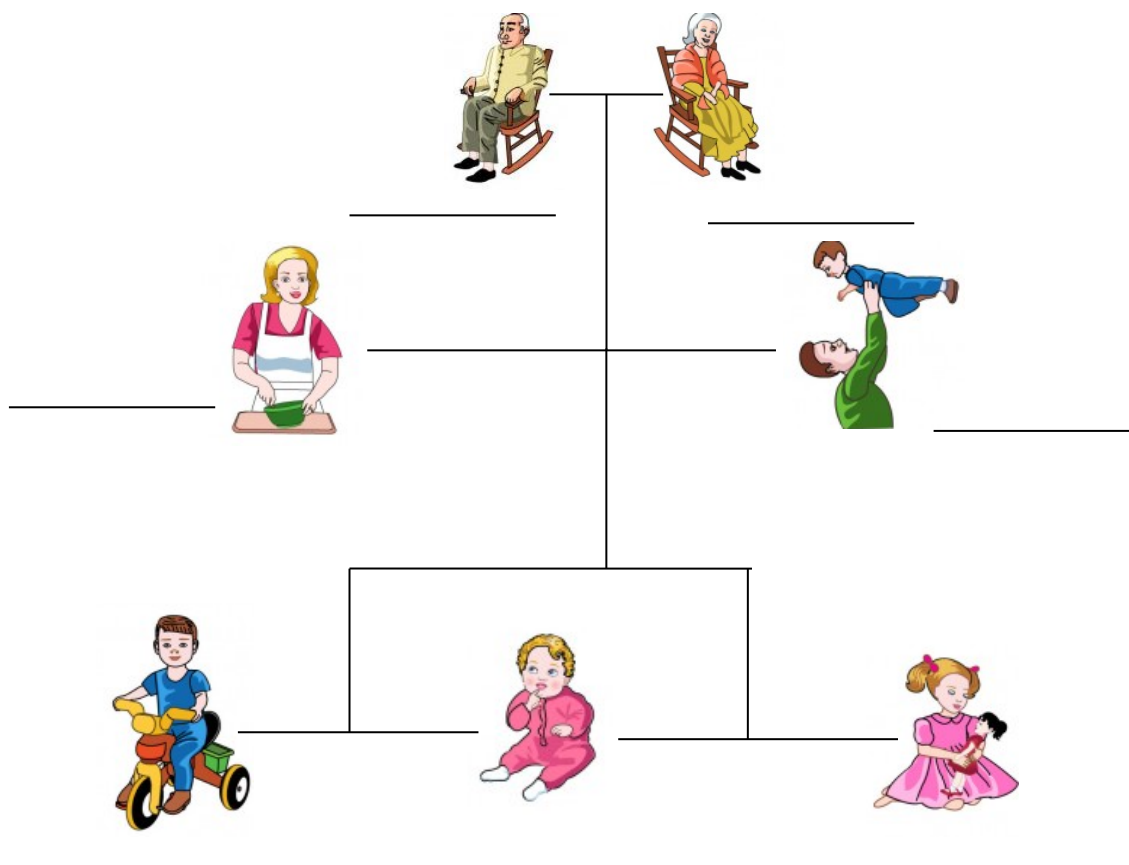


3. Look at the clock and write the correct hour.

What time is it?

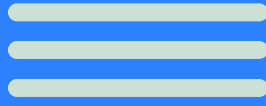


4. Complete the Family Tree.



5. Change the nouns into plural form. Add (-s, -es, -ies, -ves)

Singular	Plural	Singular	plural
a boy		a pencil	
a peach		a potato	
a box		a baby	
a table		a bus	
a city		a dish	
a robot		a knife	
a girl		a fox	
a toy		a tomato	
a pen		a key	



UNIT 3

PEOPLE'S LOOK

CONTENTS:

- 🍏 Clothes
- 🍏 Colors
- 🍏 Fruits
- 🍏 Past simple
- 🍏 Past continue

Verbs: To wear, paint, color, draw, select, mix, eat, wash, cook, look, read, write.



DIDACTIC UNIT PLAN

INFORMATIVE DATA:

INSTITUTION: “WIÑARI” project **AREA:** English **ACADEMIC YEAR:** 2012 – 2013
TIMES: 8 Weeks **PERIODS:** 16 **START DATE:** January, 2nd 2012 **FINISH DATE:** February, 22nd 2012
MACRO SKILL: Listening, speaking, reading and writing.
OBJECTIVE: Students can understand the words relationship through uses of unfamiliar vocabulary in order to get a good communicative process according this unit.

DIDACTIC UNIT Nº 3	SKILLS DEVELOPMENT	PROCEDURAL STRATEGIES	RESOURCES	ESSENTIAL INDICATORS	EVALUATION
PEOPLE’S LOOK 🍏 Simple past 🍏 Past continuous. 🍏 Vocabulary (Clothes) 🍏 What are they wearing? 🍏 Colors 🍏 Secondary colors 🍏 Fruits and vegetables	LISTENING: To process and catch oral messages which will increase the complexity gradually according this skill. READING: To process and catch written message which increase the complexity gradually according this skill. SPEAKING: To produce and understand messages as a result for a good understanding by listening or reading accords this skill. WRITING: To produce and understand written messages as a result of a good understanding by listening, reading and speaking according this skill.	🍏 Asking and giving personal information. 🍏 Giving opinions and ideas. 🍏 Describing general vocabulary. 🍏 Confirm and share ideas. 🍏 Pronunciation improvement. 🍏 Taking notes 🍏 Following directions 🍏 Filling crossword 🍏 Writing main maps 🍏 Completing texts	🍏 Basic academic program 🍏 Audio – CD 🍏 Tape recorder 🍏 Work sheets 🍏 Dictionaries 🍏 Flash cards	🍏 Sharing information with others. 🍏 Listening to others. 🍏 Checking their classmate’s mistakes. 🍏 Accepting classmates’ criticisms. 🍏 Deducing meaning and uses of unfamiliar vocabulary.	TECHNIQUES ♣️ Workbook and notebooks exercises ♣️ Fieldwork ♣️ Independent learning tasks ♣️ Analytical reading ♣️ Brainstorming ♣️ Individual and group work ♣️ Visualization ♣️ Role Play ♣️ Expositions INSTRUMENTS ♣️ Pictures ♣️ Questionnaire ♣️ Notebooks ♣️ My notebooks

General Director _____

Area Director _____

Teacher _____

CLOTHES



Shirt



Coat



Dress



Pijamas



Pants



Shorts



Skirt



Sweater



Socks



Scarf



Hat



Jacket



Raincoat



T-shirt



Jeans



Suit



Boots



Sandals



Slippers



Belt



Cap



Shoes



Tie



What are you wearing?



Read and write the correct name for each person. Then paint.





Mick is wearing a red T-shirt, blue jeans and white shoes. He's eating a banana.

Nina has got long blond hair.
She's wearing a white T-shirt, blue jeans and red shoes. She's got a pink rabbit.

Jenny has got short brown hair.
She's wearing a blue dress and blue shoes. She's eating an apple.

Glen has got short black hair.
He's wearing a yellow sweater, green trousers and black shoes.
He's got a skateboard.

WHAT ARE THEY WEARING?



Look at the picture and cross (X) the correct clothes that each one wears.

Maria is wearing...



- A dress ☐
- Socks ☐
- A T-Shirt ☐
- A skirt ☐
- Green shoes ☐
- Shorts ☐

Linda is wearing...



- A scarf ☐
- An apron ☐
- A dress ☐
- Mittens ☐
- A jacket ☐
- A hat ☐

Yoko is wearing...



- Sandals ☐
- A sweater ☐
- Red shoes ☐
- Socks ☐
- A dress ☐
- A scarf ☐



COLORS



Example:

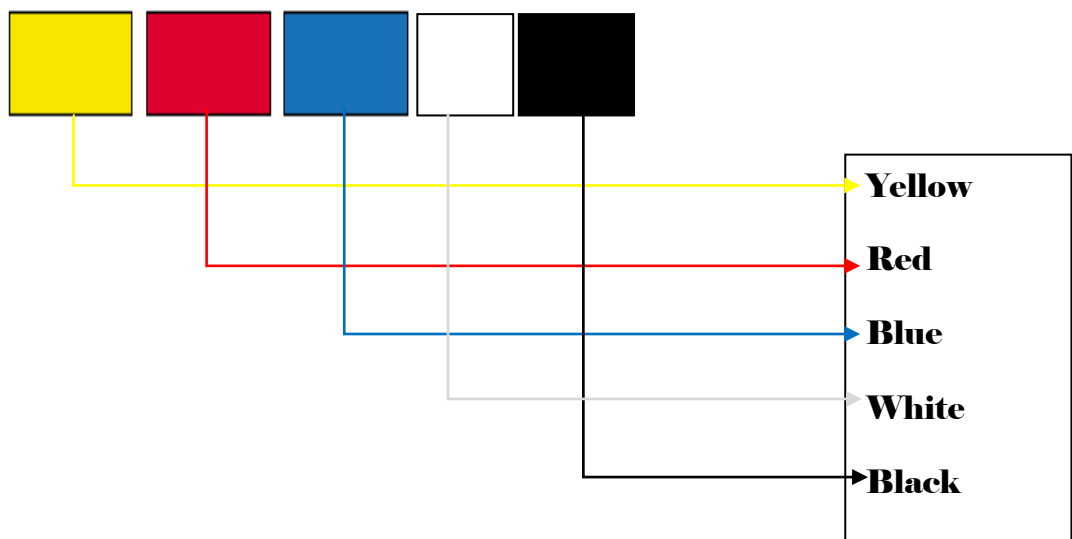


I have many purple grapes.

Use: Colors are important in the life because those help people to identify things. So colors have a significant impact on people's emotional state.

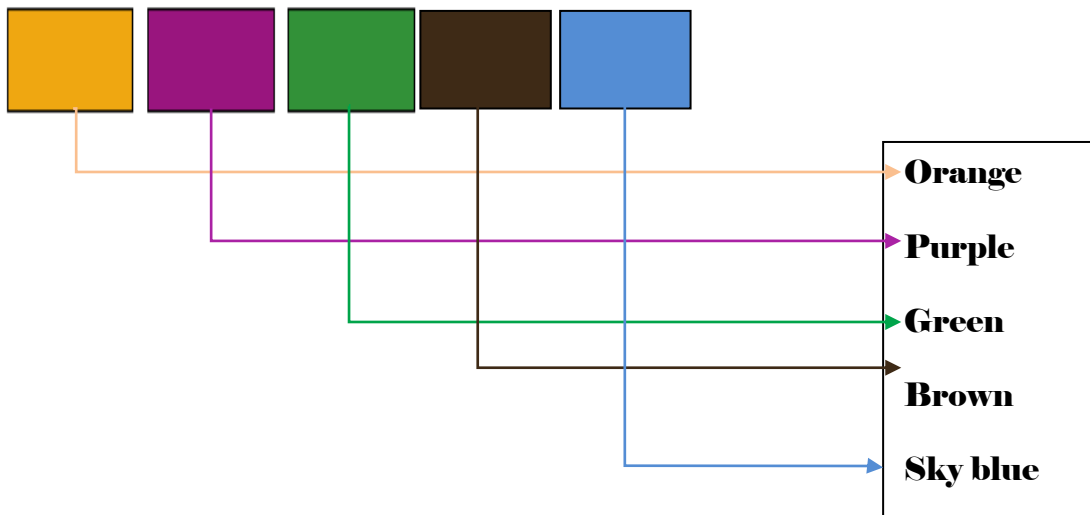
Listen to your teacher and pronounce the colors.

PRIME COLORS.





SECONDARY COLORS



Look at and complete the colors name.



















Look at the picture and complete the story using colors.



My rainbow

Oh, I like **red**. It is the color of an _____. But sometimes I like **Orange** it is the color of an _____, in the picture I see a wonderful sun, sun is the color _____. Also there is a big tree it is the color _____ and lots of things that grow. And then there is sky it is color is _____ but under the sun there is fun, fun is color _____. And when we put those colors side by side, Now, what do you think we've done? We've made a _____ and it's a really beautiful to see.



Write 4 sentences using your favorite colors. Then read to your friends as the first example.

🌀 The **black** car is wonderful.

🌀 _____

🌀 _____

🌀 _____

🌀 _____



FRUIT AND VEGETABLES



FRUITS



VOCABULARY



apples



avocados



bananas



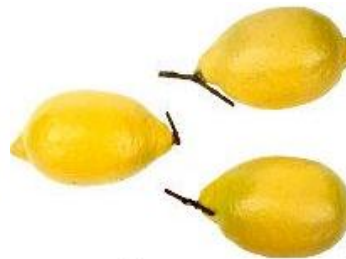
blackberries



cantaloupe



grapes



lemons



pears

VEGETABLES



carrots



corn



green beans



lettuce



onion



potatoes



tomatoes



broccoli



EXERCISES



Look at the pictures and write the correct name for each one.



















Read the article then answer the questions using your information.

Travelers'tales

“It was a few weeks ago, when I visited some friends of mine in New York,” says Mr. Foster. “After the long flight I was really tired and all I wanted to do is get out of the airport. You see, during the flight we had a problem with a bad storm. Lightning almost struck the plane! Can you imagine? Of course the worst part was after we landed...”

“Before I got on the plane, I checked all my luggage, so I didn’t have anything with me,” explains Mr. Foster. “I didn’t realize that I put my wallet with all my credit cards, money, and driver’s license in my suitcase, until I got to the airport to check in. I didn’t want to waste time unpacking to dig that out, as all I needed to get on the plane was my ticket and my license. So, I got on the plane, and I thought I wouldn’t have any problems. Unfortunately, I was wrong. The airline lost my luggage!”

Read again the text and write T for true and F for false.

- a. There was a lot of hail when the plane had to land.
()
- b. It happened lot weeks ago.
()
- c. Mr. Foster was tired.()
- d. Mr. Foster wanted to waste time ()



PAST SIMPLE

To talk about past events, it happened in specific time.

Affirmative

I, you, he, she, it, we, they walked / went to the school.

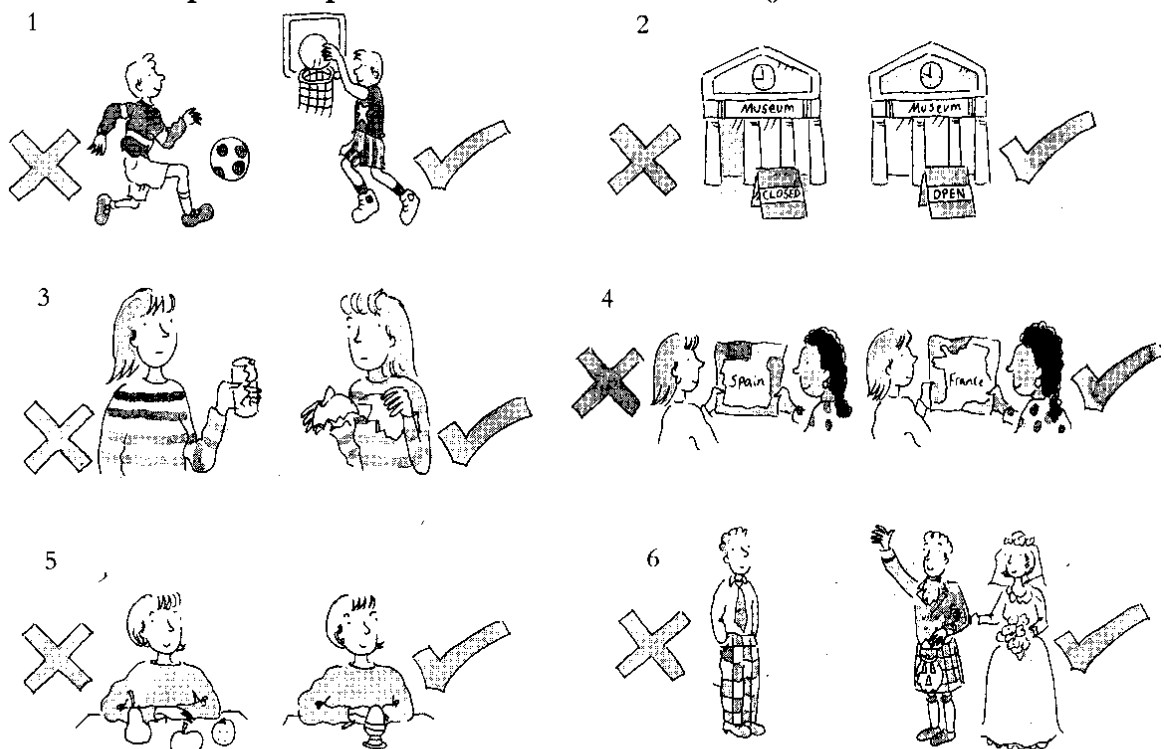
Negative

I, you, he, she, it, we, they **did not** walk / go to the school

Questions

Did I, you, he, she, it, we, they walk / go to the school?

Look at the pictures and complete the sentences in correct form of past simple. Use verbs in brackets ().



1. John didn't play football yesterday; he played Basketball. (play)
2. The museumat 9 a.m. last Sunday; it.....at 10 a.m. (open)
3. Ia glass last night; Ia plate (break)
4. We..... to Quito last year; weto Riobamba. (go)
5. Carol.....fruit for breakfast; she.....an egg. (have)
6. Luistrousers for his wedding; he.....a kit. (wear)



I had an accident



Nurse Oh my, what happened to you? You look like you had a bad accident!

Carol Well, believe it or not, I had TWO accidents.

Nurse Two? How?

Carol It's a long story. This morning, I was driving my motorcycle to work. Suddenly, a guy on a bike came out of nowhere and...

Nurse Oh no! Did he crash into you?

Carol No, he went past me, but I thought he was going to hit me and I tried to avoid him.

Nurse And?

Carol And I went right into a brick wall!

Nurse That's awful! What did you do?

Carol I called my sister on my cell phone, and she came to pick me up in her car. We came straight here to the hospital, and that's when I found out that my arm was broken.

Nurse Of course, I can see that. Does it hurt?

Carol Yes, a lot.

Nurse OK, so what about your head?

Carol Well, a few hours later, we were driving back home, and....

Nurse And what? What happened?

Carol We got into a car accident!

Nurse You're kidding! How did it happen?

Carol We were driving home from the hospital with my sister and we hit a van. He didn't see the red light and "BANG" he crashed into us. That's how I hurt my head.

Nurse That's terrible! Is your sister OK?

Carol Yeah, she's fine, she was wearing her seatbelt.

Nurse And weren't you wearing your seatbelt?

Carol No. I couldn't get it over my arm, it really hurt.

Nurse I see. Well, it's still never a good idea to ride in a car without your seatbelt.

Carol Yes, I know that now.

Nurse Alright, well, let me take a look at that cut on your head.

Carol Thanks.

PAST PROGRESSIVE / CONTINUOUS

Affirmative

I, he, she, it, **was** walking

They, we, you **were** eating.

Negative

I, he, she, it, **wasn't** (was not) walking

They, we, you **weren't** (were not) eating.

Questions

Was I, he, she, it, walking?

Were they, we, you eating?

Complete the sentences with past progressive of the verbs in parenthesis.

Last night, my brother and I (Watch) TV.

I saw something outside, it(move) and I was afraid.

Ok. She.....(chase) his dog in the yard.

.....you.....(play) computer game?

I(not play) soccer on the yard.

They(do) a math project.



MY IMPORTANT NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



QUIZ

1. Complete the crossword with the clothes

1.

2.

3.

4.

5.

6.

2. Match the color name with the correct object.

Red

Sky blue

Blue

Yellow

Brown

3. Find the names of food that are on right.

Q	W	E	R	T	Y	B	I	O	P	A	S	D	F	G	APPLE
H	J	K	L	G	R	A	P	E	S	M	Z	A	Q	X	AVOCADO
S	W	C	D	E	V	N	R	B	G	T	N	H	Y	M	BANANA
T	U	K	I	L	O	A	O	L	G	J	T	N	D	S	GRAPES
R	E	G	A	B	Q	N	K	X	K	F	R	E	L	F	LEMON
A	P	P	L	E	J	A	P	O	I	R	T	N	O	Q	MANGO
W	A	T	E	R	M	E	L	O	N	S	O	V	A	K	ORANGE
B	F	P	I	A	E	R	U	T	H	M	G	N	V	K	STRAWBERRY
E	S	D	H	O	R	A	N	G	E	O	Q	I	O	Y	WATERMELON
R	R	U	B	N	D	S	A	L	O	D	M	N	C	X	
R	V	C	V	Q	A	Z	X	S	W	E	D	C	A	F	
Y	R	V	E	M	A	N	G	O	B	T	N	H	D	M	
Y	J	S	K	I	O	L	O	P	M	N	B	V	O	X	
Z	A	W	E	R	T	Y	P	O	I	L	F	K	J	A	
S	Q	W	E	R	W	E	S	K	D	F	J	H	G	U	



4. Choose the correct verb from the box and write under the each picture using the past continuous.

Write dance Sleep work read paint

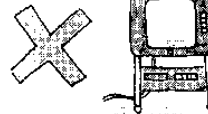


5. Let's remember past simple, look at pictures and complete in negative way.

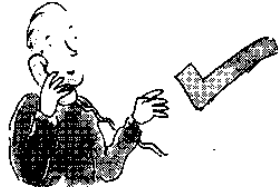
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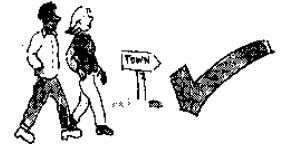
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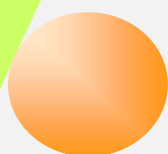
10



- 7 It much last winter; it rained a lot.
 8 Barbara and Charlie last night; they went to the cinema.
 9 Tim to his parents last week; he telephoned them.
 10 We to the city centre; we walked.

6. Complete the conversation using simple past or past continue.

- 1 POLICEMAN: What were you doing (you / do) when the accident happened (happen)?
 COLIN: I was at the bus-stop. I was waiting (wait) for a bus.
 POLICEMAN: (you / see) the accident?
 COLIN: No, because I (read) the newspaper.
- 2 NICOLA: I (telephone) you at 9 o'clock last night but you were not at home.
 MARTIN: 9 o'clock? I (sit) in a café, (drink) hot chocolate.
 NICOLA: Jane with you?
 MARTIN: No, she (work) in the library.
 NICOLA: Where (you / go) after the café?
 MARTIN: I (go) home.
- 3 MUM: Oh no! My beautiful new plate. What happened?
 ANGELA: I'm really sorry, Mum. I (break) it when I (wash) it.



UNIT 4

AROUND ME

CONTENTS:

- 🍏 Animals
- 🍏 My house
- 🍏 My body
- 🍏 Time and place preposition
- 🍏 Demonstratives

Lexical: To walk, go, turn, come, classify, run, breathe, get, defend, protect, feed, clean, look at, cut, wash, cook, sing, take, carry, feel, and show.



DIDACTIC UNIT PLAN

INFORMATIVE DATA:

INSTITUTION: “WIÑARI” project

AREA: English

ACADEMIC YEAR: 2012 – 2013

TIMES: 8 Weeks **PERIODS:** 16

START DATE: February 25th, 2013

FINISH DATE: April 19th, 2013

MACRO SKILL: Reading, Listening, Writing, Speaking

OBJECTIVE: Students can understand the importance of article in English language in order to apply in different situation and aspects to say better information.

DIDACTIC UNIT N° 4	SKILLS DEVELOPMENT	PROCEDURAL STRATEGIES	RESOURCES	ESSENTIAL INDICATORS	EVALUATION
AROUND ME Future form (will) Vocabulary (Animals) My body Parts of the house Prepositions	LISTENING: To process and catch oral messages which will increase the complexity gradually according this skill. READING: To process and catch written message which increase the complexity gradually according this skill. SPEAKING: To produce and understand messages as a result for a good understanding by listening or reading accords this skill. WRITING: To produce and understand written messages as a result of a good understanding by listening, reading and speaking according this skill.	Pronunciation improvement. Taking notes Filling crossword Writing main maps Completing texts Using polite expressions. Asking own meaning about new words. Asking for summaries about readings.	Basic academic program Audio – CD Tape recorder Work sheets Dictionaries Pictures	Sharing information with others. Listening to others. Working in groups. Doing tasks with enthusiasm. Respecting when someone is speaking.	TECHNIQUES Workbook and notebooks exercises Fieldwork Independent learning tasks Analytical reading Brainstorming Individual and group work Visualization Role Play Expositions INSTRUMENTS Pictures Questionnaire Notebooks My notebooks

General Director _____

Area Director _____

Teacher _____

VOCABULARY I

ANIMALS

DOMESTIC ANIMALS



Sheep



Cow



Pig



Horse



Donkey



Dog



Duck



Goose



Hen



Cat



Rabbit



Goat



Turkey

WILD ANIMALS



Kangaroo



Monkey



Turtle



Owl



Frog



Cheetah



Tiger



Zebra



Bear



Giraffe



Lion



Rhino



Elephant

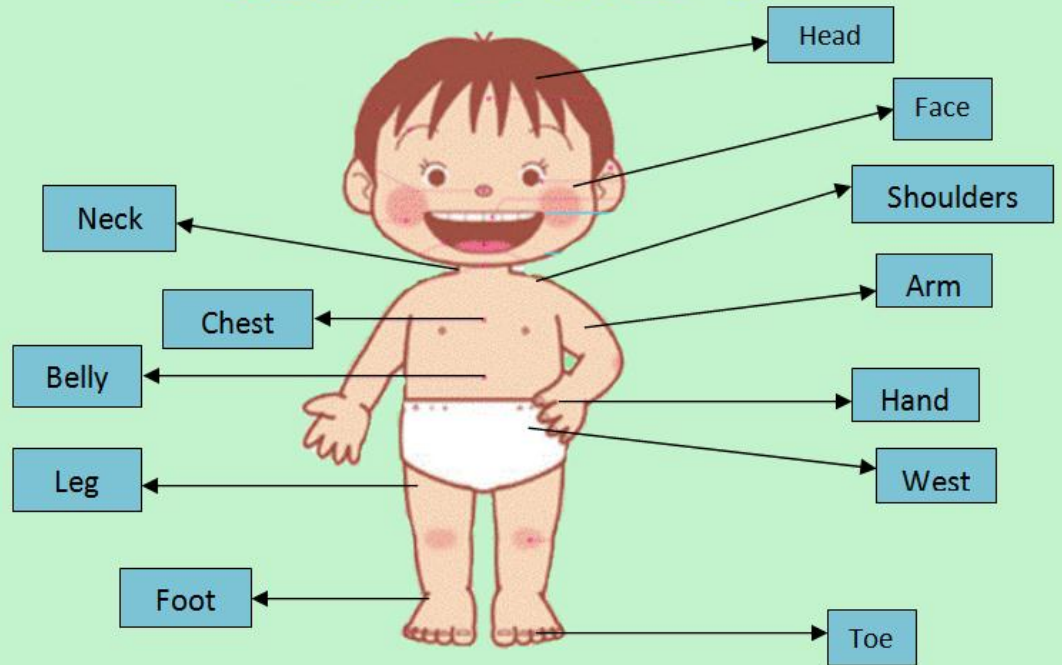


Wolf

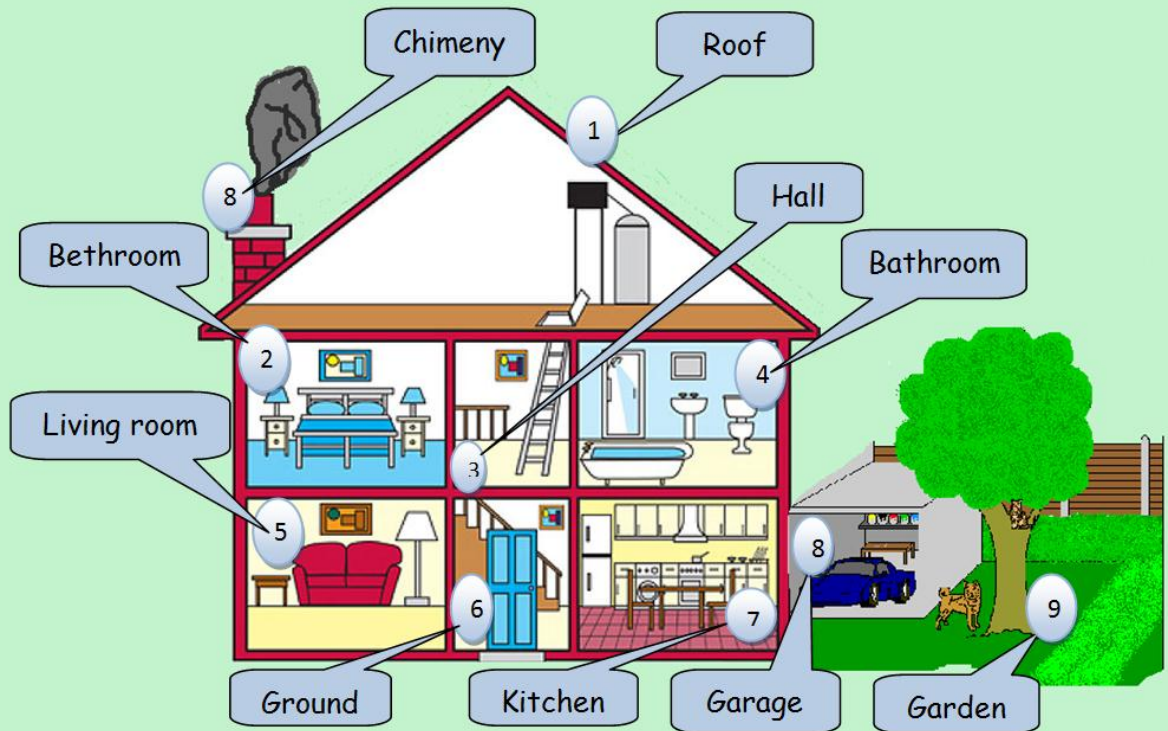


Fox

MY BODY



PARTS OF THE HOUSE



PLACE PREPOSITIONS



TIME PREPOSITIONS

PREPOSITIONS	Time		Examples
	In	⌚ We use in for nonspecific times during a day, a month, a season, or a year	<ul style="list-style-type: none"> ♣ She likes to jog in the evening. ♣ It's too cold in winter to run outside. ♣ He started the job in 1971. ♣ He's going to quit in August.
	On	⌚ We use on to designate days and dates.	<ul style="list-style-type: none"> ♣ My brother is coming on Monday. ♣ We're having a party on the Fourth of July.
	At	⌚ We use at to designate specific times.	<ul style="list-style-type: none"> ♣ The train is due at 07:00 o'clock. ♣ At lunchtime.

DEMONSTRATIVES

Grammar

SINGULAR	PLURAL
THIS	THESE
THAT	THOSE

When do you use **THIS** and when do you use **THAT**?

THIS is used for people or things that are close to us.

- This sweater is soft

THAT is used for people or things that are a distance from us or not present

- That book is expensive



How to use Plural Demonstrative Pronouns

THESE express something which is near you and plural.

- These shoes are nice.

THOSE refers to things that are far from us and plural

- Those books are funny.



Write some exercises using demonstratives.

- _____
- _____
- _____

FUTURE FORMS

WILL

Used for expressing event that will happen in future.

Will

We use **will**:

- a. To make predictions (things we think, believe or know about future) e.g.

There will be teachers meeting next week.

- b. To make promises

Don't worry. I will give you my computer.

- c. To make offers

I will see you after classes, if you want.

- d. To express spontaneous decisions.

That's cool!!!! I will eat again.



FULL FORMS

Affirmative (+) I, you, he, she, it, we, they **will** go.

I will travel to Guayaquil.

She will study in California University.

They will eat outside.

Negative (-) I, you, he, she, it, we, they **will not** go.

I will **not** travel to Guayaquil.

She will **not** study in California University.

They will **not** eat outside.

Questions (?) **Will** I, you, he, she, it, we, they go?

Will I travel to Guayaquil?

Will she study in California University?

Will they eat outside?

SHORT FORMS

Affirmative (+) I'll, you'll, he'll, she'll, it'll, we'll, and they'll go.

I'll travel to Guayaquil.

She'll study in California University.

They'll eat outside.

Negative (-) I, you, he, she, it, we, they **won't** go.

I **won't** travel to Guayaquil.

She **won't** study in California University.

They **won't** eat outside.



Practice section: write several examples using will.

MY IMPORTANT NOTES



QUIZ

1. Complete the sentences using the correct preposition (*in / on / at*).

The course begins _____ 7 January and ends _____ 10 March.

I went to bed _____ midnight.

We arrived _____ 5 o' clock the morning.

Are you doing anything special _____ the weekend?

I met Ann _____ Tuesday.

_____ Sunday afternoons I usually get up late.

2. Write the name of each animal.



3. Draw your house and write four parts.



4. Write the correct name of body parts.



Head











5. According the pictures write the correct demonstratives. (this/ these/ that/ those)













6. Complete sentences using future forms.

Next year. I(travel) to Spain.

They(not drink) alcohol in the party.

We (dance) in the school party.

..... you(talk) in the next presentation.



UNIT 5

WHAT I LEARNED?

Let's review tenses checked.

CONTENTS:

- 🍏 **W-H questions**
- 🍏 **Present simple**
- 🍏 **Present progressive / continuous**
- 🍏 **Contrasting Present simple vs. present c.**
- 🍏 **Past simple**



DIDACTIC UNIT PLAN

INFORMATIVE DATA:








INSTITUTION: “WIÑARI” project **AREA:** English **ACADEMIC YEAR:** 2012 – 2013
TIMES: 8 Weeks **PERIODS:** 16 **START DATE:** April, 22nd 2012 **FINISH DATE:** June, 14th 2012
MACRO SKILL: Listening, speaking, reading and writing.
OBJECTIVE: Students can continue reinforcing students’ knowledge through this unit contents practices to improve their understanding.

DIDACTIC UNIT N° 5	SKILLS DEVELOPMENT	PROCEDURAL STRATEGIES	RESOURCES	ESSENTIAL INDICATORS	EVALUATION
WHAT I LEARNED? 🍏 Present progressive 🍏 Present continuous vs. present simple 🍏 Past simple vs. past simple 🍏 Vocabulary (W-H questions) 🍏 Reviewing tenses	LISTENING: To process and catch oral messages which will increase the complexity gradually according this skill. READING: To process and catch written message which increase the complexity gradually according this skill. SPEAKING: To produce and understand messages as a result for a good understanding by listening or reading accords this skill. WRITING: To produce and understand written messages as a result of a good understanding by listening, reading and speaking according this skill.	🍏 Greeting with classmates 🍏 Listen to specific information. 🍏 Confirm and share ideas. 🍏 Pronunciation improvement. 🍏 Taking notes 🍏 Following directions 🍏 Topic specific information	🍏 Basic academic program 🍏 Audio – CD 🍏 Tape recorder 🍏 Work sheets 🍏 Dictionaries	🍏 Sharing information with others. 🍏 Listening to others. 🍏 Checking their classmate’s mistakes. 🍏 Accepting classmates’ criticisms.	TECHNIQUES ♣️ Workbook and notebooks exercises ♣️ Fieldwork ♣️ Independent learning tasks ♣️ Analytical reading ♣️ Brainstorming ♣️ Individual and group work ♣️ Visualization ♣️ Role Play ♣️ Expositions INSTRUMENTS ♣️ Pictures ♣️ Questionnaire ♣️ Notebooks ♣️ My notebooks

General Director _____

Area Director _____

Teacher _____

Wh-question	use	Example
What	is used for a thing 	What is it?
Who	is used for a person 	Who is he?
Why	is used for a reason 	Why do you arrive late?
When	is used for a time or date 	When is your birthday?
Which	is used for a choice 	Which shoes do you prefer?
Where	is used for a place 	Where is your house?
How	is used for an amount or the way 	How many dollars do you have?

LET'S REVIEW TENSES CHECKED IN THIS EDUCATIVE PROGRAM.

Present Simple

- What time **do** you wake up?
- I wake up at 9.30 am.

Uses: permanent situations, regular habits and daily routine; feelings

Structure: In the **positive** form, add an 's' to the base form of the 3rd person singular. If the verb ends in -y preceded by a consonant, change the -y to -ies

Examples:

I come back.
 You come back.
 He/She/It comes back.
 We come back.
 You come back.
 They come back.



Negative: Conjugate 'do' + not (don't and doesn't) + the base form of the verb to make negatives.

I **don't** wake up at 9.30 am

She **doesn't** wake up at 9.30 am

Question: Conjugate 'do' (do or does) + the base form of the verb in question forms.

Do you wake up at 9.30?

Does she wake up at 9.30?

PRESENT PROGRESSIVE



- What **are** they **doing**?
- They **are** **playing** football.

Use: action which is being done at the same moment.

Structure: Auxiliary BE (conjugated) + Verb ending in -ING

Examples:

I **am** **playing** football.

You **are** **playing** football.

He/She/It **is** **playing** football.

We **are** **playing** football.

You **are** **playing** football.

They **are** **playing** football.

Negation: I **am not** **playing** football; you **are not** **playing** football...

Question: Am I **playing** football?

Are you **playing** football?

Is he **playing** football? ...



CHART

PRESENT CONTINUOUS (BE + -ING) vs PRESENT SIMPLE

	PRESENT PROGRESSIVE	PRESENT SIMPLE
Main use	Action which is being done at the same moment	Permanent situations; regular habits and daily routine; feelings
Affirmative	<p>AUXILIARY BE + verb ending in -ING</p> <p>eg: I am playing, you are playing, he/she/it is playing, we are playing, you are playing, they are playing</p>	<p>In the positive form, add an 's' to the base form of the 3rd person singular.</p> <p>eg : I play, you play, he/she/it plays, we play, you play, they play</p>
Exceptions	<p>1) If the verb ends in '-e', remove the '-e': smoke -> he is smoking</p> <p>2) If the verb has one syllable AND if it ends in 'consonant-vowel-consonant', double the final consonant: run -> running</p>	<p>1) If the verb ends in 'ch', 's', 'sh', 'x', 'z', 'o', add '-es' to the base form of the 3rd p sg: she goes, he catches</p> <p>2) If the verb ends in -y preceded by a consonant, change the '-y' to '-ies': study -> he studies.</p>
Negative	<p>Use NOT</p> <p>eg: I am not playing</p>	<p>Use DO NOT / DON'T or DOES NOT / DOESN'T (3rd p sg)</p> <p>eg: I don't play, she doesn't play</p>
Questions	<p>Auxiliary BE at the beginning of the question</p> <p>eg: Are you playing football?</p>	<p>Auxiliary DO or DOES at the beginning of the question</p> <p>eg: Do you play football? Does he play football?</p>
Short answers	<p>Use BE</p> <p>eg: Yes, I am. No, he isn't.</p>	<p>Use DO or DOES</p> <p>eg: Yes, I do. No, he doesn't.</p>

PAST SIMPLE

Use: past action (dated and definite)

Regular verbs:

Did they play football yesterday?





Yes, they played football yesterday.
 Yes, they did.
 No, they didn't play football.
 No, they didn't.

Irregular verbs

Did they win yesterday?
 Yes, they won. Yes, they did.
 No, they didn't win yesterday
 No, they didn't.

Review present and past, simple and continuous.

Look at this information about Marco and Jill.

Name: Age: Home town: Job: Education/study: Likes: Last holiday:	Marco 15 Rome Student 12 subjects at school Playing football, cinema 2 weeks in Greece last summer; hotel by the sea, lots of water sports 	Jill 29 Dublin Computer programmer Mathematics at university Travelling, swimming, chocolate 1 month in Indonesia last month; camping, lots of walking 
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Write questions about Marco. Use a verb in the present or past.

- 1 How old is Marco? (old?)
- 2 Where does he live? (live?)
- 3 (do?)
- 4 (study?)
- 5 (like?)
- 6 (last holiday?)
- 7 (stay?)
- 8 (do on holiday?)



MY IMPORTANT NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



QUIZ

1. Make question according to the answers.

My name is Tom Cruz

I am living in Pujili parish.

Because I get up late

2. Complete the sentences changing the verb in the brackets.

Carla _____ (eat) fast food with her friend.

David and Marco _____ (play) soccer every day.

My mother _____ (cook) every morning.

My parents _____ (go) to the beach twice a year.

3. Order and answer the questions.

Francisco/ listen/ Does / the radio/ ?

You/ exercise/ Do/ like/to do /?

4. Using present progressive complete the sentences.

1. They (study) at the moment.

2. She TV.

3. What (you/read) at the moment?

4. I (cook) dinner tonight. Would you like to come?

5. It (work). I think it's broken.

6. He (learn) German for his job.



5. Using simple present complete the sentences.

1. The cinema _____ (close) at 7 pm.
2. The _____ (not/think) that you should buy this dress.
3. We usually _____ (take) a taxi to go to school.
4. How often _____ (you go) to the swimming-pool?
5. Courses _____ (begin) on September 1st.
6. We usually _____ (take) a taxi to go to work.
7. He _____ (get up) early on Mondays.
8. I _____ (not/believe) in witches.
9. The Sun's rays _____ (take) eight minutes to reach the Earth.

6. Complete the writing in simple past.

_____ (1: you/go) to Puyo yesterday?

Yes, I _____ (2): I _____ (3: take) the bus and I
_____ (4: arrive) at bus stop Station. I _____ (5: meet) old
friends there. They _____ (6: be) all very happy to see me. I
_____ (7: visit) the town with them and I even _____ (8:
see) Prince Peter! I _____ (9: go) to beautiful Palace too! It
_____ (10: be) a wonderful journey!



CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

After finishing this investigation about how important is to include a Basic English academic program for the student's skills development in the WIÑARI project; so the researcher group's conclusions are the follow.

- ❖ The necessities to develop as students with good knowledge about English is vitally important, included several methodologies in order to improve the students' skills.
- ❖ The whole topics included in this educative program are based in students necessities, so with final analysis about what they want to use for improving their knowledge in this subject "English" ; they have mentioned several but at the same time basic contents; those contents should be according their reality because they do not have enough knowledge about, because of in their schools they had not had got enough hours of classes in this subject that is the reason that they want to treat with basic information.
- ❖ The researcher group considers including principal topics or tenses because it will be bases which will be reinforced when they would be finished and they will be in others high schools.
- ❖ The different activities offers in it will be the better way to help the students' skills, so the students will develop in class learning foreign language whit interactive tasks to do in class.
- ❖ The skills included in Basic English academic program are combined with daily elements that are used by students of "WIÑARI" project.



SUGGESTIONS

After making the investigation and proposal about Basic English Academic Program included essential activities in order to improve the students' basic skills, the researcher group wants to suggest the follow.

- ❖ Use new material according students reality, for that reason the class needs to be active with methodologies included in educative program.
- ❖ Researcher group suggests using this educative program because as students want using essential information it contents that, because when they will finish using this program they will get good and key information these will be the bases for learning other topics.
- ❖ Researcher group hopes students will continue training by themselves because if they want to improve, it will be the best, also because the most of the time teachers are reinforcing these topics before continuing new one.
- ❖ The educative program offers some alternatives to help the students' training, the students and teachers interaction is elemental when students are learning foreign language, so
- ❖ Daily activities are the best examples used in class, so adding the activities offered by educative program, the “WIÑARI” students will improve their knowledge.



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Appendix



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF HUMANISTIC AND ADMINISTRATIVE SCIENCE

Latacunga – Ecuador

ENGLISH CAREER

Survey for students

Objective:

To determine the students' value about the teaching learning process in the English language that is taught in the “WIÑARI” program, so it is design the following survey.

Instructions:

Read carefully and cross the best answer.

QUESTIONS

1. Are your knowledge evaluated for your teacher?

☐

Yes

☐

No

2. What is your appreciation about yours skills' development in the English language?

In the follow chart mark 1 as minimum and 5 as maximum.

SKILLS	1	2	3	4	5
To speak					
To listen					
To write					
To read					

3. Do you consider that English language is important to learn?

☐

Yes

☐

No



4. What importance do you give for English language?

☐ High

☐ Middle

☐ Low

5. Which materials are used for your teacher?

☐ Didactic Material

☐ Booklet

☐ Recording

☐ Exercise's Book

☐ Comprehension reading

☐ Didactic guide

☐ Other.....

6. Which methodologies are applied in your class?

☐ Performance through questions

☐ Group work

☐ Individual work

☐ Expression

☐ Audiovisual

☐ Dialogues

☐ Others

7. Do you think that the booklet's contents are according to your reality?

☐ Yes

☐ No



8. Would you like that the booklet's contents would be according to your reality?

☐

Yes

☐

No

9. What activities would you like to contain the new booklet (educative program)?

☐

Principal themes

☐

Group and individual participation in 4 skills

☐

Comprehension reading

☐

Examples

☐

Support examples

☐

Games

☐

Others

10. Do you agree to implement a new booklet (educative program)?

☐

Yes

☐

No

Thanks so much



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF HUMANISTIC AND ADMINISTRATIVE SCIENCE
Latacunga – Ecuador

ENGLISH CAREER

Objective

To determine the teaching learning process for the teacher in the English language included in the “WIÑARI” the following survey was designed for them.

Instruction

Read carefully and cross the best answer.

TEACHERS' QUESTIONS

1. How are evaluating your knowledge by yourself about English Language?

- ☐ High
- ☐ Middle
- ☐ Low

2. ¿What is your appreciation about the skills' development in the Teaching learning process in English language?

In the follow chart mark 1 as minimum and 5 as maximum.

Skills	1	2	3	4	5
Speaking					
Listening					
Writing					
Reading					

3. ¿Do you consider the previous training to teach the English subject?

- ☐ Yes ☐ No



4. What importance do you consider for the teaching learning process?

- ☐ High
- ☐ Middle
- ☐ Low

5. Do you consider the students' previous knowledge as important aspect in the English language?

- ☐ Yes ☐ No

6. Which of the following didactic resources are the most used to teach English language?

- ☐ Didactic material
- ☐ Booklet
- ☐ Audiovisual
- ☐ Recording
- ☐ Exercises notebook
- ☐ Comprehensive reading
- ☐ Didactic guide
- ☐ Other

7. What methodology is used in order to develop the teaching learning process in the English language?

- ☐ Performance through questions
- ☐ Collective work
- ☐ Individual work



- ☐ Expressions
- ☐ Collective dialogues
- ☐ Personalized guide
- ☐ Other

8. Do you believe that the contents of the didactic guide are according to the students' reality?

- ☐ Yes ☐ No

9. Did you consider necessary to design a didactic guide (educative program) for the English language teaching related to the students' reality?

- ☐ Yes ☐ No

10. What suggestions do you consider for the guide design (educative program) about:

- ☐ Principal themes
- ☐ Work methodologies
- ☐ Knowledge system
- ☐ Examples
- ☐ Exercises
- ☐ Other.....

Thanks for your collaboration